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Contents

H.L. Mencken Letters in the Southern Historical Collection

Over 500 letters written by H.L. Mencken are housed in the Southern Historical Collection. They were recently made available to researchers. They are typically Menckenian, sparkling with sharp wit and often with an equally sharp irreverence. And because they reflect the close tie that Mencken had with the Hanes family, it seemed fitting to ask a member of the family to record his recollections of Mencken and the Hanes family life of that time. Frank Borden Hanes, who is an accomplished author, has captured effectively those expansive, lively days. And to assist researchers in using the Mencken letters Walter C. West, a member of the Southern Historical Collection staff, describes the scope and nature of the collection.

Missives from Henry: The Mencken-Hanes Correspondence

FRANK BORDEN HANES

Frederick Moir Hanes was born on September 18, 1883, into a family which came to include six boys and two girls. He was the only childless one of the litter. Some of us latter-day urchins of his blood thought this last condition was just as well, because he made authoritative, if unsolicited, pronouncements to his brothers and sisters concerning our rearing: "To build character, you must see that the little dears have one major disappointment every day."

This avuncular wisdom did not set well with us "disappointed" ne'er-do-wells who, nonetheless, mocked our "Uncle Doc" with the most timorous of mimicries. Later we stood in awed awareness of his humor, for us so long hidden beneath the Johnsonian allusions of his formidable scholarship. He did make votive offerings to the shrine of Samuel Johnson and this may explain, at least in part, his great admiration and affection for Henry L. Mencken, whose company he enjoyed for so many years. And it was Fred Hanes' widow, Betty, who continued the friendship with Mencken until the journalist's death.

Uncle Doc was responsible for the Hanes Foundation for the Study of the Origin and Development of the Book, which includes one of the nation's largest collections of incunabula or books printed before 1501. He was a graduate of The University of North Carolina and Johns Hopkins School of Medicine, did graduate

work in London and Germany, and spent much of his life as Professor of Medicine at Duke University. A founder of Security Life and Trust Company (now Integon), he somehow found time to become a minor pool shark and to hunt game in Africa during the years of plenty in the 1920s.

The Mencken-Hanes correspondence, at last open for inspection, consists of some 500-odd items primarily addressed to Betty Hanes (with a number to Fred and some to Ralph and DeWitt Hanes) during the years 1927-1952. It was engendered by much visiting back and forth, philosophizing, comradely imbibing and sporadic antics.

Mr. Mencken came to take his vacations at Roaring Gap, North Carolina, in the Fred Hanes cottage where he did a little writing, told scandalous stories, directed his own spur-of-the-moment plays (complete with costumed Haneses and friends), played the piano extravagantly and had his bedizened Flora-Dora-Girl chorus line kick to "Come Birdie Come" and other favorites. (For "Father, Dear Father, Come Home to Me Now" he once swaddled Uncle Doc's stuffed ape for the despairing mother's bosom.) In short, when Henry arrived (would you believe it, Johnson fans?) the Hanes ménage went into seemly caperings to the delight of resident mountaineers. Could it have been that Henry Mencken, atheist, had a little Carnival in his soul?

According to my Aunt DeWitt (Mrs. Ralph Hanes), he was full of the love of life, people, music and the conjuring of joy. As for me, then adolescent, I remember a short, squarish, blunt-figured man who parted his hair in the middle, endlessly smoked cigars, wore bulldog-toed shoes laced high, had twinkles, and encouraged the young in their awkward talents. I once sang for him, and my cousin, Martha Hanes Womble, wrote about him in a pre-teen gossip column.

He was not above (for that day) "racy" conversation or profane expletives. He was a gourmet and connoisseur of the wine cellar. On location at his own home he expected treatment proper to his station. In Baltimore, before ushering her to the train, he once took Aunt DeWitt to Mama's Spaghetti House after dispatching a

number of Manhattans at the Belvidere Bar, and, finding the proprietress absent from the usual welcoming committee, called for the wine steward whose offering he forthwith spat on the floor with the benison: "Mule urine!" It was a precarious trip to the station.

Mr. Mencken had his morose moments as a number of Christmas letters to Aunt DeWitt attest. Christmas could be a trying time of year for him, particularly late in life. In one such letter, dated December 23, 1940 (not included in the University's collection), he writes:

> Dear DeWitt:
> My best thanks for your Christmas greetings. As usual, the holiday will be a gloomy one in this home, for my sister-in-law died only a couple of months ago. I'll probably devote the day to quiet boozing, according to my invariable pattern. I am looking forward to a really dreadful 1941. It will see the triumph of quackery everywhere.

DeWitt Hanes had added generously of her own Menckeniana to this collection.

But the true instigator of these Mencken missives was Elizabeth Peck "Betty" Hanes who, born in Kentucky in 1883, was orphaned in infancy and raised by her grandmother. She met Fred Hanes when she was a chief nurse at St. Luke's Hospital in New York City where Fred was in his residency.

Betty Peck became a true Hanes in the honored order of what we called "Out-Laws." Childless, she nevertheless followed, at least in spirit and determination, three "Out-Law" matriarchs whose combined 107 years of widowhood raised thirty Haneses and taught them some of the stringent old verities, among which were ambition, diligence and loyalty. When my grandmother died, it was Betty who filled her place in gently but insistently pointing out to certain of us our sorry ways. She faced us with a quiet, sorrowful disappointment that we were not fulfilling ex-

pectations. And she made us move along. She was greatly respected because she was wise, thoughtful and deeply interested in the welfare of our family.

Uncle Doc said that her success with people lay in her membership in that most precious of minuscule minorities: the Good Listeners. She listened to Henry Mencken for twenty-five years. It was she who kept the Hanes-Mencken friendship glowingly alive. It was she who induced most of the correspondence. And when it was over she told me:

> "I think I'll burn all these letters. Henry made too many irreverent references that people wouldn't understand properly."
>
> I said: "Good God! You can't do that!"
>
> She said: "Well. . .maybe I could have Duke safeguard them until it would be discreet to make them available."
>
> I said: "Good God! You can't do that!"

Well, twenty years have passed since the disposition was agreed on. Much of what my aunt thought to be on the obscene side seems almost courtly alongside today's argot. But interesting.

In my mind Betty Hanes has added much to the Southern Historical Collection by not burning Henry. I doubt that she would want even this accolade, for among her seemly attributes was also modesty.

The H. L. Mencken Papers in The Southern Historical Collection

WALTER C. WEST

Walter Lippmann once called H.L. Mencken "the most powerful personal influence on this whole generation of educated people." During the 1920s and thirties Mencken's unrelenting critique of religion, democracy, and the "gaucheries" of American civilization, published in the *American Mercury* and the Baltimore *Sunpapers*, made him a hero in some quarters and an arch-villain in others—an intellectual celebrity who was very difficult to ignore. In the 1940s Mencken's writing mellowed as he produced three volumes of reminiscences and mammoth supplements to his scholarly *The American Language*, all still highly regarded. Throughout these decades Mencken was also maintaining a steady correspondence with his good friends in North Carolina, Betty, Fred, and DeWitt Hanes. The Haneses saved their letters from Mencken and placed approximately 500 of them in the Southern Historical Collection at The University of North Carolina at Chapel Hill, where they have recently been opened for research.[1]

Mencken's letters to the Haneses date from 1927 to 1948, with between twenty and thirty letters for nearly every year. They are almost all on half-sheet stationery, typed by either Mencken or his secretary, Rosalind C. Lohrfinck, and one or two pages long. No carbons were kept: thus many of them are unavailable elsewhere. Transcribed versions of Mrs. Lohrfinck's shorthand notes for some

of these letters have been available for some time in other libraries, but these copies do not include Mencken's handwritten additions nor any notice of his occasional enclosures. The Hanes gift therefore contains much material never before consulted by researchers. It will interest Mencken enthusiasts both as the source of sparkling examples of Mencken humor and rhetoric and as the record of Mencken's side of his relationship with a prominent southern family.

The beginning of Mencken's relationships with the Haneses can be dated quite precisely. While on a whirlwind tour of the South, Mencken dined at the Chapel Hill home of Professor Archibald Henderson on the evening of October 16, 1926. Fred and Elizabeth Hanes also were dinner guests of Dr. Henderson that night, and, of course, they were introduced to the charming Mr. Mencken. From that meeting grew abiding friendships and a spirited correspondence. Ninety percent of the letters in the Hanes gift are addressed to Elizabeth Hanes, who soon became one of Mencken's close and valued friends. The remainder were sent to Fred Hanes or to his sister-in-law DeWitt, both of whom were among those whose company and correspondence Mencken greatly enjoyed. In addition to simply liking one another very much, Mencken and the Haneses shared an interest in medicine (Fred Hanes was chairman of the Department of Medicine at Duke University and Mencken was a lifelong student of his own ailments), some political preferences, and a taste for the good life.

Mencken's friendship with the Haneses was enhanced in July, 1927, when he spent the first of many holidays at their summer home at Roaring Gap, North Carolina. His visits to Roaring Gap—Mencken called it "The Mountain"—quickly became more or less annual; early summer letters were full of anticipation of these visits and his expressions of appreciation for them were always lavish. Before his 1939 visit Mencken wrote with politeness characteristically mixed with self-deprecation, "If you find me growing tedious, simply lock me up in the playhouse with a case of beer and a hymn book." On his return to Baltimore that year he reported, "I got home feeling generally bucked up, and even

somewhat sassy.." Perhaps the most significant tribute Mencken paid to the Haneses' hospitality came in 1940: "If I had stayed in Baltimore, I doubt that 'Happy Days' [his roundly praised first volume of reminiscences] would ever have been finished."

In these letters there is of course a good deal of ordinary discourse that friends keep up—discussions of weather, health, arrangements for meetings, persons of mutual interest, and day-to-day activities. In Mencken's hands, however, the ordinary often became entertaining. "If he kills me tell everyone that I passed out with the Flag wrapped around me and the Holy Scriptures under my head," he wrote Betty Hanes before a visit to his physician in 1938. The next year he invited the Haneses to visit him in Baltimore, which he described as the American equivalent of Pompeii, "... almost as far gone in ruins ... with no professional guides to bother tourists." One of Mencken's everyday pleasures was the savoring of high quality spirits supplied to him during Prohibition by mysterious "booticians." Mencken often sang the praises of the treasures of his own cellar, as when he boasted to Betty Hanes in 1931, "I have some new white wines that show every sign of Divine intervention."

Some of the better-known themes of Mencken's public writing also are evident in his letters to the Haneses. His distrust of the multitude and the pleasures he derived from observing what he found preposterous about the "booboisie" are examples. His gleeful disdain for the taste of the masses is clear in the following remark from 1945: "My own favorite character in the Holy Scriptures is Pontius Pilate. He is the only intelligent man mentioned in the New Testament. In consequence, he has been infamous for nearly 2,000 years." This quip also suggests Mencken's particular distaste for religion, a subject which fascinated him. His tendency to make facetious theological allusions in these letters further reflects both his abhorrence of and his attraction to religious matters.

H.L. Mencken was always intensely interested in American political life and reported his observations on it in the press throughout his long career. His correspondence with the Haneses

also included opinions about political figures and events, always delivered with frankness and wit. Mencken favored Al Smith for President in 1928, although toward the end of the campaign he had little hope that Smith would win. On July 17 he wrote Betty Hanes, "If he is elected I shall go on a roaring drunk for ten days and burn down a couple of Baptist churches." Mencken attended almost all of the national conventions between 1928 and 1948 and briefly reflected on the antics he enjoyed at them in his letters to his friends in North Carolina. The conventions were such glorious entertainments to Mencken that in 1940 he could write Betty Hanes, "The two conventions . . . cured me of at least twelve diseases."

Whatever his subject, Mencken's tone in these letters almost always was bright and humorous. This was true even when he complained, as he often did, about one of his perennial bouts with hay fever, or a trip to New York, or his current writing project (he seems to have been at work almost constantly on an "infernal" book). He could be jocular even in the face of the weightier issues of life and death, becoming a bit macabre at times, as, for instance, when he pictured Johns Hopkins Hospital pathologists spitting on their hands whenever they saw him in the street. In 1946, after his health really did begin to break down, Mencken described one of his darker suspicions as follows: "The plain fact is that the universe is apparently run by a committee of malicious idiots. It would be almost impossible to imagine a single power being so unpleasant."

There was one brief period when Mencken's characteristically wry style disappeared. In 1930 the fifty-year-old Mencken finally married. After going out with many young women through the years, he chose for his wife Sara Haardt, a writer from Montgomery, Alabama. (Twenty-seven letters from her to Fred and Betty Hanes, part of the Hanes bequest, complement Mencken's.) Only five years later, however, Sara Haardt Mencken, sickly for years, died of meningitis. In his letters during the months following his wife's death, Mencken wrote simply about his distress at losing Sara and about his happy memories of

their years together. A vulnerability, surprising to one who did not know Mencken personally, is clear in these few letters from summer 1935.

Mencken suffered an incapacitating stroke in November, 1948. Although he recovered sufficiently to dictate a few letters in early 1949 (including the final two notes from him in the Southern Historical Collection group, signed with a scrawled initial), he was never able to return to work and his contact with his friends was greatly diminished. Mrs. Lohrfinck occasionally wrote to Mencken's friends for him until his death in 1956, and twenty-three letters from her to the Haneses bring the correspondence to a close.

In the Henry Louis Mencken Papers, the Hanes family has given to the Southern Historical Collection a treasure of exuberant wit, a record of enduring friendships, and an addition to the surviving work of one of America's most celebrated cultural critics.[2]

Notes

[1] On September 19, 1958, Frank Borden Hanes brought the bulk of these letters to the Southern Historical Collection as a gift from his aunt, Elizabeth Peck Hanes. Mrs. Hanes's instructions included the stipulation that the papers be closed to investigators for twenty years after her death, which occurred on August 23, 1958. Ralph P. Hanes and his wife DeWitt later added thirty-one letters to the group.

[2] There are other H.L. Mencken letters in the Southern Historical Collection: fifty in the Howard Washington Odum Papers, five in the Edwin August Bjorkman Papers, and one each in the Claude Kitchin Papers and the Frank Porter Graham Papers.

*English Illustrated Books of the Eighteen-Sixties: Their Origins and Their Literary Interpretation, Part I**

ALLAN R. LIFE

There are worse ways of grasping the range of current scholarship in the arts than surveying the "recent acquisitions" displayed in Wilson Library. Besides the reassuring impression that traditional specialities are flourishing, a regular visit to these shelves also suggests the sheer variety of studies purchased by universities. In my own areas of interest there are topics that until recently were taboo except for the most journalistic or innovative critic. The history of photography, of the film, of comic art—how few were the books on these subjects two decades ago, and what legions of successors they have heralded! And if the worst treatments of such "popular" topics are faddish and superficial, the best not only belong in universities but increasingly originate in academe itself.

It is notable that most of these new areas of academic inquiry violate traditional categories of study, that they are, to sound the

**This article is the first of a two-part series on the history and aesthetics of Victorian illustrated books that were published during the eighteen-sixties. Professor Life presented this paper in the Fall Program Series of the Friends of the Library.* —Ed.

clarion of several new journals and associations, interdisciplinary. Or rather the *studies* of these topics are "interdisciplinary," if one accepts an application of this term that can be misleading. Few scholars in the arts have truly mastered two disciplines, and even these prodigies generally employ critical techniques that, however eclectic, are rooted firmly in one subject. Such adaptations of traditional methods are clarifying relationships between the arts as they illuminate neglected products of our culture.

Of the more established art forms receiving greater attention from scholars, none has more potential than book illustration for demonstrating interactions of visual and literary art. The link between pictures and texts in most illustrated books is not only physical but interpretive, and the process through which illustrators visualize literary sources invites the iconographical analysis developed by Erwin Panofsky and other art historians. Only now, however, are publishers issuing many works like Gordon N. Ray's *The Illustrator and the Book in England from 1790 to 1914* (1976), where the bibliographical and technical focus of earlier studies is widened to include the literary content of illustrations. To encourage this important area of research, university libraries should collect illustrated volumes of the past and also of the present when Maurice Sendak and other gifted artists are creating a renaissance in children's books.

At Chapel Hill this obligation was accepted in practice long before scholars had articulated it. The Library Science Library maintains a large and expanding collection of juvenile literature, and Wilson and Ackland libraries have numerous secondary works on illustration and the graphic arts. The Rare Book Collection possesses early editions of classic illustrated books, and in the Whitaker Collection of the Illustrations of George Cruikshank (1792-1878) it boasts a storehouse of works by a major English illustrator. As for our holdings in illustrations by the Pre-Raphaelites and other younger contemporaries of Cruikshank, these have been expanded with the recent purchase of an extensive collection of Victorian book bindings, including mint copies of important illustrated books.

This collection of bindings has brought us splendid examples of a school of English illustration whose masterpieces are becoming unprocurable as academic appreciation of them is increasing. Known by the eighteen-nineties as "the sixties," this period has long been appreciated for the skill of its illustrators and engravers. And, one should add, for their productivity: in his avowedly selective study, called the *Illustrators of the Sixties* (1928), Forrest Reid discusses designs by fifty-eight artists for over 400 books and fifty periodicals. Building on the bibliographical foundation laid by Forrest Reid and by Gleeson White, in his *English Illustration: "The Sixties": 1855-70* (1897), art historians and literary critics are finding in these illustrations not only technical excellence but a sophistication in interpreting literature that has rarely been attributed to these works.

More attention might have been paid to the literary content of these designs if more had been known about certain aesthetic and historical aspects of the eighteen-fifties and sixties. Even today a great deal of documentation remains unpublished concerning the preparation of Victorian illustrated books and the intentions of their artists. To put the books of "the sixties" into a clearer perspective, the first section of this paper will outline the scope and origins of this period of illustration, while the second will examine a few representative designs of the period and their relationship with their literary sources. I hope both discussions will suggest why specialists in literature as well as art are now investigating these illustrations.

I

Though their artists are known as "the illustrators of the sixties," almost all the books I am considering appeared within the wider compass of 1855 to 1875. The first date is convenient because it saw the publication of William Allingham's *The Music Master*, an externally conventional octavo with designs by Dante Gabriel Rossetti, John Everett Millais, and Arthur Hughes that influenced and anticipated the work of the next two decades. The final date is

less convenient than it is inescapable, for by late 1875 most of the major draftsmen of the sixties were dead, and those who remained had lapsed from their early standards or had deserted book illustration for painting, cartooning, or bohemianism. Accompanying the deterioration or disappearance of the work of individual artists was a rapid withdrawal of the professional conditions that returned to illustration the prestige it had enjoyed two or three decades before, when George Cruikshank was more celebrated than many authors he illustrated and when Turner and other eminent painters lavished their gifts on books and annuals. Though the circumstances that rejuvenated illustration in the mid-fifties are obscure as well as complex, they relate to three major conditions: the perfection of facsimile wood engraving, the aesthetic taste of a few engravers and publishers and an initially small portion of their clientele, and a group of artists with training appropriate to the technical and interpretive conception of illustration that the first two conditions imposed. Before examining individual designs, it would be well to clarify these points.

The first condition relates to the fact that most illustrations of the sixties were drawn in ink or pencil on blocks of boxwood, which were engraved by professional craftsmen. In a period when photomechanical reduction of most illustrations is assumed, it is hard to believe that the engraving reproduced with this article, by Arthur Boyd Houghton (see illustration), was cut from a drawing about 7 by 5¼ inches and still harder to credit that the arabesque lines of the picture are at best facsimiles of hatching presumably made with a hard pencil. Every white space in the print represents an area cut from the wood with an engraving tool, wielded by one or more employees of the Brothers Dalziel, the firm whose name adorns the lower left corner with their "cannibal jig," as Dante Gabriel Rossetti dubbed their signature. As Rossetti's analogy suggests the Dalziels and similar engravers won little praise for their attempts to render painterly effects; when they were not being denounced by artists for maiming their drawings, these craftsmen were being rebuked for surrendering their own interpretive freedom. Neither complaint can be ignored—a draftsman

Arthur Boyd Houghton "The Three Blind Men" (1864-1865)

could not be gratified when, as sometimes happened, the sections of a segmented block bearing his design were separately engraved by variously skilled craftsmen, and the spectacle of these men pricking out interstices between densely crosshatched lines was understandably depressing to idealists like John Ruskin and William Morris. Yet these engravers remain formidable technicians who often approached their objective of producing literal facsimiles of drawings. Without their skill in rendering individual styles, they could not have convinced a generation of highly motivated artists to become illustrators.

It was in fact the principal engraving firms that recruited most of the illustrators of the sixties, who sometimes entered the shops as promising amateurs and received their principal art training from the men who engraved their designs. Even Royal Academicians dealt more with the engravers than with the publishers of the books they illustrated; indeed, the Brothers Dalziel were printers who projected and designed several volumes for which houses like Ward and Lock and George Routledge were essentially distributors. Nevertheless, such publishers deserve credit for supporting these ventures as they launched their own illustrated books and the periodicals that commissioned many fine engravings. By the late fifties, even established painters were tempted by the sums these publishers offered for drawings: Dante Gabriel Rossetti received £30 each for his illustrations in Edward Moxon's edition of Tennyson's *Poems* (1857), and though this sum—equivalent to at least £250 today—was exceptional, financial as well as aesthetic inducements encouraged artists to do their best.

The cost of such contributions affected the price of the books, and this raises the issue of the audience for these designs. This was not in many cases below the upper-middle class; at least, it is unlikely that an average Victorian wage earner could sacrifice a guinea for one of the Dalziels' "Fine Art Gift Books," or even half that sum for a less ornate volume like Douglas Jerrold's *The Story of a Feather* (1867), illustrated by George du Maurier and published by Bradbury and Evans, the proprietors of *Punch*. With their

fastidious engraving, careful printing and intricate binding designs stamped in gold, such volumes were the table books even of the prosperous. Their market was consequently limited to buyers in this category who favored the subtly modulated naturalism associated with John Everett Millais, whose influence dominated such works by the early sixties. That the acceptance of this style was by no means universal is shown by the indifferent sales of the Dalziels' *Parables of Our Lord* (1864) containing some of Millais' finest designs; and when the same firm tried to popularize illustrated editions of Goldsmith and other standard authors by issuing them in parts, they were outdistanced by rival publishers with anachronistic illustrators and mediocre engravers. At the same time, other characteristic designs of the sixties were welcomed not only by affluent buyers but by humble patrons of the Society for Promoting Christian Knowledge and subscribers to such penny magazines as *The Sunday at Home* and *The British Workman*. Despite their sometimes considerable popularity, however, typical illustrated books and periodicals of the period were declining in quantity and quality by the later sixties, and the brilliant artists who had adorned them were being replaced by lusterless commercial draftsmen. Disenchanted by these developments, the Dalziels devoted most of their energies in the seventies and eighties to the proprietorship of two comic papers, *Fun* and *Judy*.

Turning to the third condition underlying this efflorescence of illustration—the technical and interpretive proclivities of the major artists—raises a topic of great complexity. Despite a few common characteristics (which will be suggested in the next section of this paper) the best work of these men is strikingly individual, reflecting their varied training and backgrounds. Both points must be stressed because the emphasis placed by some authors on the naturalistic accuracy of these illustrations can suggest uniformity not only in the designs themselves but in the training of their creators, which one recent critic has deplored as stiflingly academic. In fact, only two of the illustrators whose work is reproduced in this article, John Everett Millais (1829-1896) and George du Maurier (1834-1896) had anything approaching com-

prehensive art training, and while Millais was the brightest star in the Royal Academy Schools in London, du Maurier studied a decade later in studio classes on the Continent, where the American painter James McNeill Whistler was among his fellow pupils. Millais' success in the Academy Schools eluded Arthur Boyd Houghton (1836-1875) who never graduated beyond drawing from antique casts and whose basic art education was confined to a London preparatory school also attended by George John Pinwell (1842-1875). Too impoverished to apply for training at the Royal Academy, Pinwell had little of the general education received by the other three artists. On a visit to Pinwell's studio, du Maurier was appalled when his host referred to "*a* angel."* With his sensitivity to "breeding" du Maurier would have been still less impressed with an acquaintance of Pinwell's, James Mahoney (*c.* 1840-1879), the dissolute protégé of an engraving firm whose founder discovered him sketching on scraps of paper between his rounds as an errand boy.

Amid these varied backgrounds, however, there are some common features that suited each of these artists for illustration. All of them received instruction in anatomy, perspective, and drawing techniques that is by no means invariable in modern art schools, along with training in the depiction of narrative subjects that we often relegate to commercial art courses. The visual interpretation of literary themes was the specialty of many Victorian painters, and the high priority placed by these artists on sound draftsmanship is suggested by the sculptor Alfred Stevens' comment when a student at the Academy Schools showed him a "sketch": "Sir, we don't sketch here, we draw!" By contrast, oil painting was neglected at all levels of English art training. For artists like Houghton and Pinwell who began their careers in the late fifties and early sixties, illustration offered financial security and critical attention as they developed the facility in painting that was essential for academic recognition. Even Millais, who was elected an Associate of the Royal Academy at twenty-four and by the late

*E.V. Lucas, "George du Maurier at Thirty-three," *Cornhill Magazine*, 150:898 (Oct. 1934), 389.

fifties was probably the best technician among living English painters, rejoiced as he reaped money and praise for his numerous illustrations.

Millais supplemented his income from designs on wood with watercolor replicas of his illustrations, and some of his contemporaries based large canvases on their drawings for books. This situation has encouraged the idea that many wood engravings of the sixties are not true illustrations in either a decorative or an interpretive sense, since, the argument runs, they are not coordinated with the overall design of books and were often evolved independent of the texts they accompany.

Concerning the objections to the design of sixties volumes, it must be conceded that this generally violates the doctrine of "harmoniousness" between plates and type advanced by William Morris and similar theorists. So, for that matter, does the design of most books, past and present, whose illustrations are significant interpretations of literature. That more flexible criteria than those of Morris and his followers are required to evaluate such works is demonstrated in several studies by Ruari McLean, who has revealed a diversity and an energy in Victorian book design paralleling those of Victorian illustration. Admittedly, there were few artists in the sixties who excelled in both fields; an exception, surprisingly enough, is Dante Gabriel Rossetti, who designed bindings without the elaborate ornamentation employed by such contemporaries as John Leighton, and whose title-page and frontispiece illustrations for his sister Christina's *Goblin Market* (1862) and *The Prince's Progress* (1866) anticipate by three decades similar work by Laurence Housman and Charles Ricketts. Aside from their elaborate casings, most major sixties books are uninspired and unobtrusive vehicles for their visual and literary contents; when publishers were more than usually economical or ambitious, the less happy results could include the format of the Dalziels' "Household Dickens" (1871-1879), where engravings are jammed between double columns of type, or that of their *Arabian Nights* (1864-1865), where every page is disfigured by a wiry border.

As for the notion that illustrations of this period were common-

ly made without reference to literary sources, this is based largely on the fact that the texts in a few Dalziel gift books are "illustrations" for accompanying pictures. One of the best of these works is *Wayside Posies* (1867), where Pinwell's "Sailor's Love" is enhanced with somebody's doggerel tribute to nautical amours. For every book of this sort, however, there are dozens of volumes issued in the sixties where illustrations provide discerning interpretations of accompanying texts.

End of Part One

Speech at Annual Friends Dinner Meeting

The 1978 annual Friends of the Library dinner was held in the banquet room of Morehead Planetarium. A record number of Friends were present to hear UNC alumnus, Jonathan Yardley, talk about his experiences as an author. He was introduced by Walter S. Spearman, former teacher and close friend.

Introduction

WALTER S. SPEARMAN

I can't speak to an audience of book lovers like you—even to introduce the *real* speaker—without giving you two of my favorite quotes about books. The first was written by a little boy in New York for an essay contest on "Why I Like Books." He wrote: "The truth is anybody that is interested in books is always smart because there is more knowledge in one book than in five people." Mr. Yardley may not be one of those "five people"!

Jonathan Yardley has so much respect for books—good books—that he can describe Erica Jong's *How to Save Your Own Life* chasing Erich Segal's *Oliver's Story* up the best-seller list as "the meretricious in hot pursuit of the fatuous."

I suspect Mr. Yardley's love for books started early in life. His fine sense of discrimination may have come later. Born in Pittsburgh and having grown up in Virginia, he is a 1957 graduate of Groton School and a 1961 graduate of The University of North Carolina, where he majored in English and edited the *Daily Tar Heel*—or perhaps majored in Tar Heel and *audited* his English courses.

After graduation, Mr. Yardley served as assistant to James Reston, Washington Bureau Chief for the *New York Times*, then joined the *Greensboro Daily News* staff as editorial writer and book editor. In 1968-69 he was a Nieman Fellow at Harvard, and in 1974 became book editor of the *Miami Herald*.

His book reviews and articles have appeared in the *New York Times*, the *Washington Post*, the *New Republic*, *Saturday Review*, and other publications. And in 1977 his book *Ring: A Biography of Ring Lardner* was published by Random House—and brought him the greatest satisfaction for a book reviewer: having his own book highly praised by other critics. Obviously, he can write "rings" around other biographers.

He is an avid baseball enthusiast and reviews books for *Sports Illustrated*. He has also served as juror for the National Book Award and for the Pulitzer prizes in non-fiction.

Now I'll give you my second favorite quote. This comes from a book entitled *Books!*—with an exclamation mark—written by a former student of mine.

"A book is like another room, or another town, or another world, where someone is waiting to speak to you."

Tonight that "someone" is Mr. Jonathan Yardley, a friend of mine, a friend of yours, and a friend of books.

Mr. Jonathan Yardley of the *Miami Herald*.

A Personal Look at Book Reviewing and Publishing

JONATHAN YARDLEY

I come before you tonight as a most enthusiastic friend of the Wilson Library, a loyal and devoted alumnus of this University, and an erstwhile North Carolinian who always takes the greatest pleasure at every opportunity to revisit the state—especially at this most beautiful of all times of the year.

I also come before you as the author of a published book and a person who makes his living at his typewriter, and for that reason I have, I am sorry to say, ambivalent feelings about libraries. Let me begin to explain by quoting from a letter from a friend of mine, the author of a biography published a couple of years ago to near-unanimous critical applause. The words I am about to quote are from his response to my rather anguished complaints about the indifferent commercial success of my own book. He wrote as follows: "It's always a stunner, is it not? I'd had such hopes; will offer you a confession I have so far shared only with [my wife]: when the quotes first started coming in for that book I sent five real dollars for a lavish brochure on a Valiant 40, a sailboat that had particularly caught my fancy and had, as I well knew, a base price of one hundred grand. And now, after the smoke and expenses have cleared, I can say only that they haven't (yet) put the padlock on my front door. Stanley Elkin, in *Paris Review*, says this: 'Whatever happens to me in my career I hope happens before I die. And screw the libraries.' "

It is, I am afraid, an apt comment, and I share my friend's inclination to have it carved on his tombstone. The American system of free circulating libraries is a boon for individual readers and the general cause of literature—and the bane of the professional writer. The very existence of the system robs the writer of a reasonable chance to make an additional return on the investment of his time, labor, intelligence, imagination and emotion. The writer whose book is priced at $12.95, as mine was, makes exactly $1.29 when a copy of it is sold to a library. No matter how many people check the book out and read it—let's say one hundred—he does not earn one cent more.

I frankly consider this an outrage. I know all the arguments in favor of free libraries, I sympathize with all of them—and I still think the system is wrong. If, within recent memory, legislation was passed giving musicians and composers a cut of jukebox income, why can't some system be set up under which writers receive some remuneration for library readership? I do not think, for example, that a twenty-five-cent fee for borrowing a book would be undemocratic or economically discriminatory—a fee to be turned over in its entirety to the author. I would be quite happy to accept an arrangement under which persons below some designated income level would be exempt from such a fee; that sort of thing is done all the time in our bureaucratically egalitarian society. I submit, however, that in the laudable process of making books available as inexpensively as possible to as many Americans as possible, we have totally ignored the people who write those books. I find this unfair in the extreme.

On the other side of the coin, let me say that my experience with my own book has made me an ardent supporter of our scholarly libraries. In the course of my researches, I met with unfailingly generous, cooperative, and productive assistance in each such library I visited, from the Newberry in Chicago to the Beinecke at Yale, from the Firestone at Princeton to the Alderman at Charlottesville. These libraries, these repositories of the monuments and the minutiae of our culture, are scholarly and

research resources of the utmost magnitude. The Wilson Library is of course one of these, and it is my earnest hope that some future book will bring me back to its stacks and reading rooms. As a specialist of sorts in Southern literature and culture, I am constantly finding flattering references to the Rare Book Room and the Southern Historical Collection in the books I read. As Friends of the Library, you are friends of a great institution indeed.

Well. My mission tonight is neither to carp about nor to praise libraries, but to bring you whatever perspective it is that I have on the condition of book reviewing and book publishing today. Some of you may know that I spoke to a somewhat similar subject in Chapel Hill a couple of weeks ago, and one or two of you may even have been there; to those few of you, then, let me say that it is impossible for me to talk as I will tonight without repeating one or two things I said then, and I trust you will forgive me.

I make my living writing book reviews. Those conditions are not exactly mutually exclusive, but they aren't far from it. I don't know if there are a couple of dozen people in the country who can make the same claim—it certainly isn't a boast—and even that estimate may be excessive. Book reviewing in America is a small enterprise that addresses itself to a small audience. A Chapel Hill alumnus whom I hold in the highest imaginable esteem, Walker Percy, said not long ago in *Esquire* that the serious reading audience in America probably constitutes about one million people—something less than one-half of one percent of the total population. That is an incredible figure, an astounding figure, but I do not think it is far wrong. Consider some facts. When *The Final Days* sold something on the order of seven hundred thousand copies in hardcover, it was considered a miracle. Books just don't sell like that—but records do, all the time. The average first printing of a serious first novel is five—count them, *five*—thousand copies, and it is estimated that after review copies and library sales are over, no more than fifteen hundred will actually get into bookstores. My publisher thinks that—for, as the people in its offices say, "a book of that sort"—my book has done quite well; it has sold ten thousand copies and there are no plans for a paperback edition. At cer-

tain times of the year, a book can get onto the lower reaches of the best-seller lists with sales of twenty-five thousand copies.

Of course book sales do not exactly reflect interest in books—here come those libraries again—because if they did there probably would not be an American newspaper with a book section. The people who assemble the various components that make up a typical American newspaper go where the reader's interest lies, and if there were no interest in books, there would be no book sections. But book coverage in the American press is very, very limited. The vast majority of newspapers run only one page of book reviews and news a week—or less—and the person who edits that page invariably does so as a sideline to some other job that his publisher and editors consider more important. This goes, I might say, for the *Miami Herald*, one of the most admired and certainly most profitable—it *netted* $33 million in the last fiscal year—newspapers in the United States. I am, by my own choice, a part-time employee, working three days a week in order to put out our book page—and I am well aware that most book editors do not have as much time as I do to do their jobs.

What I would like to do now is to take a look at book reviewing in the United States up and down the line, from the *New York Times* to the Podunk Gazette. This is going to be a personal view and an opinionated one, but it is based on some considerable experience over the past dozen years. I have written for many of the publications I am about to mention, I have dealt with their editors, and I think I know something about the problems they face with their publishers and readers.

We are going to start at the top, and you probably are going to be surprised by what I consider the top: "Book World," in the *Washington Post*. Over the last several years, under the superb and self-deprecating editorship of William McPherson, "Book World" has been the most consistently excellent book supplement in the country. Its pairings of reviewers and books are imaginative, the writing is generally excellent and rarely elitist, and its design is attractive. The section shrinks and expands according to the whim of the business offices of the *Post*, but it is pulling more and more

advertising and, as a consequence, getting bigger—and thus more satisfying for the reader—inch by inch. I do think it has a weakness for wise-guy headlines on its reviews, but that is a very small complaint indeed.

Almost anyone else, asked to name "the top," probably would immediately name the *New York Times* and, more specifically, the Sunday *Times Book Review*. In terms of influence, certainly it is the top. But in the reviews it runs both in the daily paper and in the Sunday supplement, it seems to me to be having identity problems. The daily *Times* has the twice-a-week services of John Leonard, the best newspaper book reviewer in the country, but those who share the space with him the other four days are less reliable. As for the *Times Book Review*, it seems torn between a desire to speak to an academic and intellectual audience and an obligation to address the audience that reads the best-seller lists. The result is an uncomfortable cross between the *New York Review of Books* and *Publishers Weekly*. At its best the *TBR* is better than anyone, but at its worst it is terribly boring.

Which brings me to the two publications I have just mentioned. The *New York Review of Books* has its audience, and I am not a member of it. It is edited for the Upper West Side of New York, certain precincts of Cambridge, Massachusetts—and academic outposts from Berkeley to, no doubt, Chapel Hill. I find it elitist in the extreme, long-winded beyond tolerance, weak and erratic in its coverage of fiction, excessively reliant upon British reviewers, and hopelessly self-important. In its early years it was a superb publication, and in fact it published several of the best reviews and pieces of criticism I have read. But then it got caught up in radical politics, and eventually it became one of those publications that seems to speak to itself and no one else.

As for *Publishers Weekly*, it is the trade journal and as such invaluable to anyone in or associated with publishing because of its news reports and other informational services. As a review medium, it is something else again. The best I can say for its fiction reviews is that they are fatuous; the nonfiction reviews are inconsistent. But it is terribly important. The review in *PW* is among

the first a book receives, and since it is read by everyone in the trade, it can have a profound influence upon the book's success—on how many copies the publisher will print, how hard he will push the book, how many copies booksellers will order. I think it is an influence all out of proportion to the publication's quality.

At this point, before moving to newspapers outside New York and Washington, we should look at the various magazines that pay some attention to books. The biggest of these are *Time* and *Newsweek*, and it is hard to distinguish between them. For once, that is said as a compliment. I think that Stefan Kanfer at *Time*, and Walter Clemons and Peter Prescott at *Newsweek*, have raised book reviewing in their publications to new levels of excellence. In part that has to do with the decision by both magazines to permit their reviewers to sign their pieces, which has resulted in less formulaic writing and more expression of individual style; in larger part, it is simply that all three of these men are good book reviewers.

I think the best magazine in the country is the *New Yorker*; I don't think its book reviews are as good as it is. The lead reviews are too often (a) many months after the publication date and (b) too recherché. Of late, however, there *has* been a clear effort by the magazine to address books as they come out, and in the "In Brief" columns the magazine is now pretty consistently on time. It happens that I think very well indeed of Lis Harris, who does most of the "In Brief" fiction reviews.

Otherwise, there are the smaller magazines that often—because they address affluent, educated, influential audiences—are far more important than their circulation figures might suggest. Among these are *New Times*, the *New Republic*, the *Nation*, the *National Review*, *Commentary*, the *Saturday Review*, *Commonweal*—and of course the scholarly reviews, from *Partisan Review* to the *Virginia Quarterly Review* to *Sewanee*. I do not see these publications as often as I would like. The one I once knew best is the *New Republic*, which I used to write for regularly but quit when Martin Peretz took over and squeezed Doris Grumback out as literary editor; I simply don't read it anymore, and any comment I might

make on it would be tainted by personal considerations. Doris is now writing her "Fine Print" column for the *Saturday Review* and as a result the magazine is a lot less boring than it used to be; it still has a long way to go. As for the rest, they are intelligent periodicals directed at intelligent audiences; their readers matter because they buy and read books, and as a consequence the publications themselves matter.

And finally we have book reviewing as it is done out in what the publishing industry tends to think of as the provinces. This ranges from the large and energetic section published by the *Los Angeles Times* to the syndicated columns that small newspapers publish as a nod in the direction of books.

At its best, provincial book reviewing can be very good indeed. Digby Diehl at the *Los Angeles Times* has a substantial budget, a lot of space, and the support of his publisher and editors. Although Marshall Field has committed what many newspaper people consider the unpardonable sin of killing off the *Chicago Daily News*, he *has* brought Henry Kisor over to the *Sun-Times* as a full-time book editor and given him the resources to compete with the deservedly respected—and quite influential—book section of the *Chicago Tribune*. The *Boston Globe* gives more than a page each Sunday to books, but its section falls far short of what one would expect of the dominant newspaper in one of the country's best book markets. There are good book sections, among the larger newspapers, at the *Philadelphia Inquirer*, the *St. Louis Post-Dispatch*, the *Minneapolis Tribune*, the *Kansas City Star*, the *Baltimore Sun* and, I think I can safely say, the *Miami Herald*. On the other hand the *Atlanta Journal-Constitution* has an appallingly bad section—though it merely reflects the quality of the rest of the paper.

You here in this audience are quite familiar with book coverage at the next level down, the medium-sized newspaper, for that is what you read in North Carolina. I think that by comparison with similar newspapers elsewhere in the country, yours have spoiled you. I am of course prejudiced, having been book editor of the *Greensboro Daily News* for nearly a decade, but I think the sections in

Charlotte, Durham, Greensboro and Raleigh are respectable at worst and occasionally excellent. As provincial sections should, these pay particular attention to writing in and about the region, and in giving early recognition to writers like Doris Betts, Fred Chappell and Loyd Little they are often ahead of the rest of the country. The success or failure of a provincial book page usually depends almost entirely on the energy, enthusiasm, and intelligence of the book editor, for little time or money is allocated to it by the publisher.

And then there are the smaller papers—and for that matter some of the less energetic medium-sized ones—that rely almost entirely on canned reviews in one form or another. If they subscribe to the *New York Times* or *Washington Post-Los Angeles Times* service, they have excellent material available and can put together a book package that will benefit their readers. Many small newspapers—and some surprisingly large ones—buy the excellent column written by John Barkham, an old pro with a true commitment to literature. The reviews supplied by the Associated Press and United Press International are, for the most part, not worth printing.

At its worst, book reviewing at this lowest level is simply dreadful. Everyone who has written a book and then watched the reviews trickle in is painfully aware of that. One small northeastern newspaper "reviewed" my book by reproducing the dust jacket and reprinting the dust jacket copy; that was okay by me, since the jacket copy *was* rather favorable, but a considerable disservice to the paper's readers. Too many reviewers on too many papers really *do* plagiarize jacket copy and promotional releases. Too many local book pages give too much prominence to best-seller lists and too little attention to work of genuine merit; that's the herd instinct at work. Too many book pages are in the hands of the publisher's elderly cousin or a retired copy editor who just wants to keep his hand in. Too many editors do not think that book coverage deserves the same kind of professionalism they demand of the city desk and the sports department.

I must confess, though, that I often wonder whether any of this really matters very much. Publishers court reviewers assiduously, but it often seems to me a matter of going through the motions. If you were to take each book on the current best-seller lists and check it against a dozen or so representative reviews, I suspect that with the notable exception of Graham Greene's *The Human Factor* you would find that critical reception has little or nothing to do with commercial success. Obviously there are exceptions to this rule, and I suppose they are why the publishers keep sending us free books and taking us out to lunch. More than a decade ago Elizabeth Hardwick is said to have made Oscar Lewis's career by talking the *Times Book Review* into putting her review of *The Children of Sanchez* on the front cover. A chorus of favorable reviews can greatly help a first novel, but what that really means is that it will sell eight thousand copies instead of five thousand. I think the reviews must have had a lot to do with the success of Walter Jackson Bate's current biography of Samuel Johnson, inasmuch as an overabundance of Johnson biographies already exists. And certainly there are writers—particularly those who have the financial cushion provided by teaching positions—who care more about their critical reception than about the commercial success they know they will never have.

I say all this by way of preface to a few comments on the state of the publishing business as I see it. Last week I had a phone call from an acquaintance who has recently taken over as publicity director of a house with one of the most respected and venerable names in the business. She asked if I would look over their current catalogue and give her my thoughts about it. When it arrived a couple of days ago, this is what I found: a couple of serious works of history and one of biography, one serious novel—but not American—and a batch of thrillers, gardening guides, pet manuals, tennis manuals, fitness programs, and pop-psychological self-help books. When she calls next week, it is going to be hard to figure out exactly what to say to her and still remain friends.

Yet that catalogue is very typical of the book business today—

and here I should emphasize that I am of course talking about the trade publishers, not the university presses. The book business is now, in the trade phrase, a Big Book business. Michael Korda of Simon and Schuster, an editor who as an author himself has made such contributions to American literature as *Power!* and *Success!*, not long ago told a friend of mine with obvious pride that his firm now publishes a third as many books as it did a few years ago and makes a third more money. That's the name of the game: the Big Book that will sweep onto the best-seller lists, rake in the subsidiary sales—movies, television, paperbacks, foreign rights—and make everyone rich.

The single greatest cause of this trend—leaving aside ordinary human avarice—is the gradual takeover of book publishers by giant national and multinational corporations, and the concomitant move within the industry toward merger and consolidation. RCA owns Random House, which in turn owns Knopf and Pantheon. Gulf and Western owns Simon and Schuster. Harper and Row and Lippincott are about to merge. Time, Incorporated owns Time-Life Books and Little, Brown and hopes to acquire the Book-of-the-Month Club. And so forth and so on. In the execrable phrase of the day, publishing is becoming a bottom line business.

More and more, what this means is that out of a seasonal catalogue of fifty or sixty books, a publisher is likely to give significant attention to only five or six. The authors of those will go on national tours, they will be interviewed on the big-name television shows, large advertising dollars will be spent, the sales force will marshal an all-out campaign. Very occasionally this will happen to a worthwhile book: Mary Gordon's novel *Final Payments*, for example, or Walker Percy's *Lancelot*; even though I thought John Cheever's *Falconer* was outrageously overrated, I was glad to see a writer of his unarguable skills getting the star treatment. But mostly the machinery of ballyhoo gets behind books that the people in this room would dismiss as fluff or trash: *The Thorn Birds*, *Looking Out For Number One*, *Your Erroneous Zones*, *Looking for Mr. Goodbar*, *Scruples*, anything by James Michener, Harold Robbins,

Barbara Cartwright or Erica Jong. The boys in the counting houses on Publishers' Row seem to think the reading public is an ass—and the reading public, unfortunately, pretty regularly proves them right.

And what about the authors of the fifty books that don't get the star treatment? They are left to sink or swim. Their books may get one small ad in the *Times* and—if the author pushes for it—one in the hometown paper. Lots of review copies are sent out, because book reviews are a very cheap form of publicity—the publisher pays nothing for them except the cost of the books, which isn't much. "Hey," the publisher will then say to the author, "you're getting reviewed all over the place; I just can't understand why the book isn't selling." Well, often it isn't selling because the publisher isn't working on it.

This all sounds pretty Machiavellian, but in defense of publishers let me say that they don't always know a Big Book from a little book. I know that Random House was surprised by the sales of Carl Sagan's *The Dragons of Eden* and downright shocked by those of James Fixx's *The Complete Book of Running*. In the case of the latter, a first printing of fifteen thousand was ordered; a *half-million* copies are now in print, and Random House can't keep up with the orders. So the reading public isn't always an ass; sometimes it tells publishers to give it what *it* wants, not what they want to give it.

Publishing has always been a commercial affair; the old image of the gentleman publisher is just that—an image, and little more. But as my friend Paul Hemphill says, "Maxwell Perkins is dead." The day of the scrupulous editor spending days poring over manuscripts in order to improve them is just about gone. I am exceedingly fortunate, in fact, to be working with one of the few survivors of the breed, Bob Loomis of Random House—a Duke alumnus, by the way, and a classmate and now editor of William Styron. Bob cares about books *as* books, not just as commercial properties, and he gives each manuscript as much individual attention as he can.

But the real business of editors today is not editing but

acquisition. When they say in publishing that so-and-so is a good acquisitions editor, they mean that he or she is good at signing up authors and turning profits on them. An acquisitions editor is on the phone a lot with authors and, in particular, agents. An acquisitions editor spends a lot of time at the Four Seasons or the Italian Pavillion, talking contract terms over the now-notorious three—or even four—martinis. An acquistions editor gets a lot of authors signed up, and ends up with fifteen or twenty books on the next season's list. While he's working on those books, he's also involved in the same round of phone calls and lunches for the next list, and the list after that. The result is that he either gives his manuscripts casual attention, or turns them over to a sub-editor who may be less skilled and is probably just as harried.

From a purely literary point of view, this has an effect that particularly dismays me. Many, many books are being published in sad need of various forms of editing, cutting in particular. Sometimes this is because an editor is up against a stubborn author who refuses to be cut or otherwise edited, but too often it's because the editor doesn't have the time or inclination to perform the literary end of his job. In recent months I have read several books that could have been cut, to both the reader's and author's benefit, by a couple of hundred pages. I have read allegedly serious books in which the most basic grammatical errors were committed. I have read a few books that no one seems to have laid a hand on after the manuscript was turned in. Perhaps it is old-fashioned of me, but I think that every writer can use an editor and that in forfeiting the obligation to edit, publishing is doing a disservice to literature.

But certainly there are some houses where high standards are vigorously maintained. The best publisher in the business today, bar none, is Knopf, where a remarkable balance has been struck between commercial considerations—Knopf books do very well indeed in the marketplace—and literary excellence: year in and year out, Knopf has one of the top lists in the business. At Farrar, Straus and Giroux, serious writing predominates and so does serious publishing. Despite its Big Book atmosphere, Simon and

Schuster is a first-rate house with a couple of the best editors around; Random House is similar in character to Simon and Schuster, without the pizzazz. Harper and Row is coming out of a long period of stodginess and is said to be a house to keep one's eye on. Harcourt Brace Javonovich has gone through a huge internal upheaval, but it had been improving rapidly and that is likely to continue. The jury is still out on the effect upon Viking of its sale to Penguin. Little, Brown and Houghton Mifflin in Boston publish good books, but neither strikes me as particularly energetic. Doubleday publishes too many books and lets too many of them die. Scribner's is riding on its reputation, which it no longer deserves.

As for the paperback business, that is where the real cynicism lies. Mass-market paperback publishing's motto ought to be, "Big bucks and the hell with books." I get boxes each month from each of the big paperback houses; I can't tell you how depressing their contents are. This is where publishing is reduced to the level of 7-Elevens, airport racks and grocery stores. This is the world of biorhythms and sex diets and gothic romances and action serials. The world of the high-priced trade paperbacks is more serious—it includes such excellent lines as Vintage, Collier and Anchor—but even there the tendency to search for and cater to the lowest common denominator is increasingly pronounced.

There are times when I get terribly depressed about the book business: when I see good books left to die, serious writers heartbroken because they can't find readers, books brought out in desperate need of editing, trash climbing to the top of the best-seller lists. Yet for all that I remain optimistic, and I guess I really have to be: I have committed my life to reading books and writing about books and even writing books myself, and I couldn't keep that commitment unless I believed in the fundamental value of it. And for all the dreadful things that happen, good things happen too. The publisher who gives us Thomas Tryon also gives us Peter Taylor. The publisher who gives us Harold Robbins also gives us David McCullough. The publisher who gives us *The Thorn Birds*

also gives us *The Essays of E.B. White*. In the end, the real point may be *not* that good writing doesn't make much money, but that it gets written and still, somehow, gets published. There are still people in publishing who care about books and publish good ones. If they have to publish bad ones in order to underwrite good ones, I am not at all sure that's an insufferable price to pay. And no one says that you and I are the ones who have to pay it.

Thank you.

Giraldi Cinzio's Ecatommiti

Giovanni Battista Giraldi was born in Ferrara in 1504, and died there after short stays in Mondovi, Torino, and Pavia, in 1573. He graduated in philosophy and medicine from the University of Ferrara in 1531, and later lectured there in philosophy and the humanities. In 1540 he joined the literary academy of "Elevati," and followed the then prevalent custom of choosing a Latin literary name. On the title page of the second edition of his Latin poems, published in the same year, there appears the name Cynthius (in modern Italian Cintio or Cinzio), which the author retained for the rest of his life.

Like most of the Italian Humanists of that period, Giraldi Cinzio wrote works in a variety of genres, among them Latin love poetry, an epic, a pastoral fable, and a chronicle of Ferrara. Modern critical interest in Giraldi Cinzio has centered on his major works in three different fields: theater, theoretical treatises, and the *novella.* His first critical and popular success was his tragedy *Orbecche*, presented on stage in 1541 at the Ferrarese court of Duke Ercole II d'Este, whom he served as secretary. It enjoyed many performances throughout the sixteenth century and went through many printed editions. *Orbecche*'s horrific and somewhat macabre

elements have been used to characterize all of Giraldi Cinzio's theater, an erroneous conception since they seldom appear in the eight plays that followed. Some innovative aspects of his theater include plots of his own invention, the use of an independent prologue previously used only in comedy, the fact that he wrote his plays with the intention of performing them rather than having them read, and his use of a happy ending in seven of his tragedies, important for the later development of tragicomedy.

In 1554 Giraldi Cinzio published two treatises, the *Discorso intorno al comporre dei romanzi* and the *Discorso sulle comedie e sulle tragedie.* A third treatise, the *Discorso sopra il comporre le satire atte alle scene*, was written in the same year. All three treatises discuss different genres but share a dominant theme: the validity of the author's individuality, which is just as important as the rules derived from ancient literature in the creation of a new work. Giraldi Cinzio had a firm Aristotelian background like most of his contemporaries. Yet he recognized the reality of historical and literary change and the need for each age to create its own kinds of literature.

In 1561 he went to teach humanities at the Studio of Mondovi (Piedmont) at the request of the Savoy ruler, Emanuele Filiberto. There he published in 1565 a collection of *novelle*, the *Hecatommithi* (*Ecatommiti*), on which he had been working for many years. Like most *novella* collections of the fifteenth and sixteenth centuries, its structural elements are in the tradition of Boccaccio's *Decameron.* Like the older work, the tales are divided into ten days of storytelling; there are different themes for each day; there are many different narrators; and the *novelle* are united by a frame story which contains an historically real disaster, the Sack of Rome of 1527.

Original elements are an extra ten *novelle* in the Introduction, as well as others scattered throughout the frame story, and the three *Dialoghi della vita civile* at the beginning of the sixth day, which describe the education of the young noble from infancy to manhood. The style and tone of the tales themselves are extremely

different from the *Decameron.* For their moralizing and didactic content they have been studied as an example of the effects of the Counter Reformation on Italian Cinquecento literature. As in his plays many of the plots are Giraldi's own invention, and the collection is also important as a source of plots for later dramatists such as Shakespeare, Lope de Vega, and Robert Greene: "Il moro di Venezia" (*Ecatommiti*, III, 7) is the original story of *Othello.*

The *Ecatommiti* is the topic of my dissertation for the Ph.D. in Italian Literature, with emphasis on Renaissance Studies. As there is no critical edition of the *Ecatommiti*, nor does there exist any twentieth-century reprint, I have had to rely on early editions held in Italian libraries and American rare book collections for my work on the primary source. After the first edition of 1565 (Mondovi: Torrentino) the work was reprinted only seven more times (aside from individual *novelle* published in anthologies), in 1566, 1574, 1580, 1584, 1593, 1833, and 1853. Without a critical edition, I wanted to confine my research to the first or the second editions, since I was sure that only these were edited by the author himself. Later reprints of the work either contain extra poems, introductions, and dedications not written by Giraldi Cinzio, or, like the 1853 version, they are lacking parts of the original frame story.

Fortunately, there are several copies of the *Ecatommiti* in North Carolina libraries. The Duke University Rare Book Room holds several editions, as well as a copy of the edition of 1566, which is, however, missing leaves at the beginning and the end. Wake Forest University has a copy of the 1574 edition. Until recently, the Rare Book Collection at the University of North Carolina held only the first volume of the 1565 first edition. I mentioned this gap, and although it was thought it would be difficult, if not impossible, to find only the second volume, requests to several Italian booksellers eventually turned up a copy. The "new" second volume, like the first volume, is in very good condition with clear type, no missing leaves, and a sound binding.

Since the original second volume had never been in the Rare

Book Collection (only volume one had been acquired in the distant past), it was a happy occasion when the set could be completed. And, of course, I was happy to be able to continue my research with the first edition.

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Egnatius on Ancon*:* *An Example of Spectral Erudition*

A reader who inspects one of the treasures in the Rare Book Collection of the University of North Carolina's Wilson Library, a unique sixteenth-century book of Ovid from the collection of the late Professor Berthold L. Ullman, will find a three-page note by Johannes Baptista Egnatius of Venice (1473-1553) sandwiched between two full-scale commentaries on Ovid's *Metamorphoses*, one by Gybertus Longolius, the other by Henricus Glareanus. The purpose of the three-page comment is to defend and to explain the reading of *Ancon* in the expression *spissi litoris Ancon*, "Ancon, with its hard-packed shore," in *Met*. 15.718.

The note is excerpted from Egnatius' *Racemationes*, "Grape-Clusterings" (Venice 1502), a collection of miscellaneous comments on classical texts which in general is little known and not frequently quoted. But this one excerpt, by connecting Egnatius with the ever-popular *Metamorphoses*, has sufficed to bring the scholar considerable fame. The note on *Ancon* was reproduced a dozen times or more in editions of the poem *cum notis variorum*. In these editions, the name of Johannes Baptista Egnatius regularly appears on the title page, often along with those of Regius and Micyllus, giants of Metamorphosean exegesis.

Now if the present-day reader seeks to illuminate the text of *Metamorphoses* 15 by focusing upon it the beam of Egnatius' learning, he is doomed to sad disappointment. The word *Ancon* does not appear in the great Deferrari-Barry-McGuire *Concordance to Ovid*, nor is it to be found in any nineteenth- or twentieth-century text of the poet. Since Heinsius, scholars have agreed that what Ovid

really wrote was *spissi litoris Antium*, "Anzio with its hard-packed beach," a reading that was known to Egnatius, but which he scornfully rejected. In other words, Egnatius lavished his learning on a reading which we now believe to be the result of a scribal error, a scriptorial ghost. For this "genre" of learned exegesis upon mistakenly transmitted readings I propose the name of "spectral erudition."

This "genre" first came to my attention when, as Editor of *The Classical Weekly*, I was privileged to publish an article by Professor Eva M. Sanford ("Bread and Circuses," 45 (1951):17-21) on a much more celebrated ghost: the reading *Pan et circenses*, "The Greek god Pan and the circus games," a persistent misreading in mediaeval and renaissance texts of Juvenal's famous *panem et circenses*, "bread and circuses" (10.81).

Professor Sanford wisely remarks: "Once Pan entered the scene . . . it only remained to account for this Greek god on the Roman stage. This was a challenge to the antiquarian interests of commentators, who gladly drew on their stock of information . . . to give Pan's Roman equivalents and to connect him with . . . the circuses. Juvenal's predilection for Greek terms, the respect for Greek on the part of commentators who had little or no knowledge of the language, and the scholarly pride of those who wished to air their Greek, all contributed to keep Pan in the picture. The comments that resulted contribute nothing to our understanding of Juvenal's meaning, but afford a significant illustration of the vagaries of mediaeval and humanistic scholarship, and of the wide range of information, however misapplied in individual cases, that served to elucidate classical texts" (p. 17). This assessment applies with almost equal force to Egnatius' treatment of our ghost, though his knowledge of Greek was undoubtedly superior to that of the majority of commentators to whom Professor Sanford refers.

For Egnatius' *Ancon*, just like the pseudo-Juvenalian *Pan*, is a Greek word; as a common noun, the word means "elbow"; geographically, "a bay formed by an elbow-shaped group of headlands." As a proper noun it is found in the Latin form *Ancona* as

the name of the Adriatic port half-way up the eastern coast of Italy. And here Egnatius found both a difficulty and an opportunity as an exegete. Difficulty, because the port of Ancona is on the eastern coast, whereas the cluster of localities listed by Ovid in *Met*. 15.715-718 are, the moot case apart, all in the extreme westerly part of Italy. Opportunity, because it gave Egnatius a chance to show that he knew that the term *ancon* as a geographical designation was by no means confined to the Adriatic port, but could be used of a harbor in Ovid's western locale. Egnatius cites, without quoting, a passage from the *Argonautica* of the Greek poet Apollonius Rhodius.

But mere exegesis did not satisfy Egnatius. As if determined to illustrate what Professor Sanford was to say about scholarly pride, he goes on: "Here I cannot forbear to chastise the ignorance of a certain person who would replace *Ancon* by *Acon*; if he had a bit of common sense or had even moderately tasted the Greek which he impudently boasts that he has swallowed in great gulps, he would never have reached such a point of ignorance as not to have noticed Apollonius' poem. . . ." Our exegete concludes by voicing the sad complaint of those who, in the cradle-days of Italian printing, had to contend with printers with much Latin but little Greek: "I would have quoted the poem here, were I not afraid that the printers, who either do not know Greek well enough, or do not own Greek types, would ruin the entire quotation; hence I bring in Greek as little as I can, rather expressing as Latin the passages I cite."

This, then, is our example of spectral erudition. While far removed from the actual exegesis of Ovid, it does give us a welcome insight into the status of Greek studies in Italy at the turn between the *quattro-* and the *cinquecento*, a status soon to be greatly ameliorated by a veritable flood of Greek learning and of Greek type fonts, as the full force of the Hellenic renaissance made itself felt in Western Europe.

Harry L. Levy
Duke University
Durham

The Friends of the Library

REPORT OF THE SECRETARY OF THE FRIENDS OF THE LIBRARY

I would like to begin my report by saying that the Chancellor has expressed his regrets for not being able to attend tonight's dinner because he has to attend a dinner with the Board of Trustees and a meeting with the directors of the Alumni Association. As you may have noticed, he joined us for the social hour and wants you to know the importance he attaches to this organization.

Also, you have probably noticed that Louis Round Wilson and his family are not here this evening. He has become frail in recent months and his doctor said it would not be advisable for him to attend tonight's dinner. He and his family send their regards, however, and their regrets.

It is sad to note the passing of the following Friends since last time we met: Dr. William R. Amberson, Mr. Claude Currie, Mrs. Marcia Hinckley, Mr. John J. Honigmann, Mr. Emil Rosenthal and Mr. Paul Smith.

More happily, I am pleased to announce that there has been a substantial increase in the number of Friends, from 242 regular members to 313, an increase of 71 persons, or 29 percent over last year. This effort is due to the many Friends who have provided names of persons who would be interested in belonging to the Friends. I hope that all of you will continue to give names of persons that would support the Friends and their activities.

This year saw the initiation of programs sponsored by and for the Friends. In January there was a lecture by Professor Allan Life on Victorian illustrated books. In March the Friends sponsored a

program on Book Collecting for Beginners. Professor Life's lecture was so interesting and informative that it will be published in *The BOOKMARK* for the Friends who were not able to attend. *The BOOKMARK*, itself, is being redesigned, and I am sure that you will be pleased with its new format and expanded contents.

Because the programs the Friends sponsored this year were so successful, we will have two next year. One is already planned: The Care and Collecting of Family Papers. The time and place for this and other events will be mailed to you.

I am also happy to report that plans for the new central library are moving along rapidly. A final plan and a model of the building have been presented to the Trustees and approved today. Preliminary planning for the renovation of Wilson has already started.

The future of library development on this campus is bright at the moment, and we count on your contribution to that future. Your support this year has been gratifying, and we look forward to a continuing increase in participation and enjoyment in the library by the Friends next year.

Respectfully submitted,

James F. Govan
Secretary

REPORT OF THE NOMINATING COMMITTEE

For Chairman—George E. London

For Vice-Chairman—Mrs. Mary Morrow

For Member of the Executive Committee—Milton Carothers

Secretary *ex officio*—James F. Govan

Treasurer *ex officio*—Alfred S. Sharlip

We also nominate for Life Membership in the Friends of the Library:

Mrs. Linton Lomas Barrett

Mrs. Rosa Arrington Beckwith

Mrs. Annabel Morris Buchanan

Raymond Leonard Carpenter

Lyman Atkinson Cotten

Federico Guillermo Gil

Henry Charles Pearson

Mrs. Addie Robinson, Sr.

Mrs. Josephine Weeks

Respectfully submitted,

Clifton Brock, *Chairman*
Rodger Harris
Frances Weaver

Life Members of the Friends Elected in 1978

Marie Hamilton McDaniel Barrett

Born in Greenville, South Carolina, Mrs. Linton Lomas Barrett attended Furman University and graduated summa cum laude in 1935. She came to Chapel Hill in 1937 with her husband who was acquiring a Ph.D. in Romance languages. Mrs. Barrett also pursued a scholarly career by working on the variorum edition of the works of Edmund Spenser and by translating Brazilian Portuguese novels into English. Currently she is writing a biography of Hugh Williamson (1735-1817), an original Trustee of the University of North Carolina and a signatory of the North Carolina Constitution. She and her late husband donated English and Spanish books, manuscripts, and microfilms about the Golden Age of Spanish drama.

Rosa Arrington Heath (Long) Beckwith

Mrs. Rosa Beckwith, school administrator of Warrenton, North Carolina, wife of James Payne Beckwith, and mother of two graduates of the University of North Carolina at Chapel Hill, is also a leader in the Episcopal Church and the Warren County Historical Society. Among her many gifts to the Library are the extensive papers of her father, William Lunsford Long, which document his career as a mining and textile executive and as a Democratic legislator from Warren County.

Annabel Morris Buchanan

Annabel Morris Buchanan, noted writer, performer, music teacher, composer, and collector of American folk song, is closely associated with the White Top Folk Festival of Marion, Virginia, which she founded and directed for many years. The Annabel Morris Buchanan Collection, which she donated to the University, includes nineteenth-century religious tunebooks, unpublished transcriptions of folk songs, musical compositions, three unpublished book-length folklore studies, papers and photographs related to the White Top Folk Festival, and correspondence with publishers, musicians, and folklorists.

Raymond Leonard Carpenter

Professor Raymond Carpenter was born in Watertown, New York, and received his A.B. degree from St. Lawrence University in 1949. His M.S., M.S. in L.S., and Ph.D. degrees were earned at the University of North Carolina at Chapel Hill. He has published widely in areas as diverse as the history of Italian libraries and statistical methodology for research in librarianship. In 1974 he was a Senior Fulbright-Hayes Research Scholar in Italy. His generous gift of over 600 books and 400 periodical volumes has added depth to the research holdings of the Library Science Library.

Lyman Atkinson Cotten

Although born in Newport, Rhode Island, where his father was assigned to the Naval War College, Professor Cotten's family has a long and notable Carolina heritage. He received his A.B. degree from the University of North Carolina in 1936 and his Ph.D. degree from Yale University in 1941. He taught at Carolina for

thirty-four years in the fields of Victorian English literature and modern poetry. His gifts to the Library have included many first editions of books of poetry. He has also given family papers, his family Bible, and a rare medal portraying John Milton.

Federico Guillermo Gil

Federico G. Gil is a distinguished member of the University's faculty. He is Kenan Professor of Political Science, Director of the Institute of Latin American Studies, and Research Professor in the Institute for Research in Social Science. He is the author of several books, including *The Political System of Chile*, and has written many articles in the fields of political science, foreign affairs, and Latin American studies. He participated in drafting the Alliance for Progress and holds the rank of Commander, Order or Merit Bernardo O'Higgins, the highest award given by the government of Chile. His excellent scholarly library will be useful for students and researchers.

Henry Charles Pearson

Henry Charles Pearson, artist and teacher, was born in Kinston, North Carolina, and graduated from the University of North Carolina in 1935. He also studied at Yale, from which he received a M.F.A. in 1938, and at the Art Students League. His works have been exhibited at galleries and museums throughout the United States, including the Museum of Modern Art, the North Carolina Museum of Art, and the Corcoran Gallery, which awarded him the Kreeger Purchase Prize in 1965. Pearson teaches at the New School for Social Research and serves as a general critic for the Pennsylvania Academy of Fine Arts. He has donated his manuscripts, family papers and rare books to the Library.

Mrs. Addie Robinson

Mrs. Addie Robinson, a native of Georgia, moved to Chapel Hill in 1931 and in 1947 became Director of the Holmes Day Care Center, a position she held until 1977. Active in the First Baptist Church and numerous civic organizations, she is also the mother of five children and was selected as the Mother of the Year in 1964 by the Chapel Hill Merchants Association. She gave to the Library diaries and scrapbooks of her husband, Hubert Robinson. They document his forty years of University service as butler-chauffeur for President Frank Porter Graham and later as custodian at Morehead Planetarium. He was a community leader and the first black alderman of Chapel Hill.

Josephine Weeks

Mrs. Josephine Weeks, widow of Mangum Weeks (a Phi Beta Kappa graduate of the University of North Carolina in 1915 and a long-time attorney with several agencies of the federal government), has maintained a long interest in the North Carolina Collection. Mr. Weeks, who died in February, 1977, was a noted collector of rare ornithological works. He was the son of Stephen B. Weeks, the great North Carolina bibliographer and collector, whose books formed the nucleus of the North Carolina Collection in 1918. Mrs. Weeks follows in the tradition of her husband's family in making the Library of the University of North Carolina at Chapel Hill the recipient of a lifetime of collecting rare North Caroliniana and ornithology.

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Contributors to The BOOKMARK 48

Frank Borden Hanes is a native of Winston-Salem, a graduate of the University of North Carolina, and a past Chairman and Life Member of the Friends of the Library. Former reporter and editor, poet and novelist (his *The Fleet Rabble* was nominated for a Pulitzer Prize in 1961), financier and philanthropist, a list of his accomplishments only begins to suggest the wide range of his interests and talents.

Allan R. Life is Associate Professor of English at the University of North Carolina, Chapel Hill. A native of Toronto, Canada, Mr. Life has collected Victorian illustrated books for several years, and since 1969, he has investigated some of their artists in England, where he lived from 1971 to 1973 on a Canada Council Doctoral Fellowship and in 1978 as a Fellow of the American Council of Learned Societies. He has contributed articles on Victorian art and literature to several journals.

Walter S. Spearman is a graduate of the University of North Carolina. He worked for the *Charlotte News* as reporter, drama critic, and editor of the book page before joining the faculty of the UNC School of Journalism in 1935. Upon his retirement in 1978 he was the recipient of the University's Thomas Jefferson Award. The indefatigable Mr. Spearman is the author of several books, articles and plays.

Jonathan Yardley is a native of Pittsburgh and a graduate of the University of North Carolina at Chapel Hill. His professional journalistic career began when he was James Reston's assistant at the *New York Times*. He went on to write for the Sunday *Times*,

Daily News, and to become book review editor of the *Miami Herald*. He is the author of *Ring: A Biography of Ring Lardner*.

Walter West is technical services assistant in the Southern Historical Collection. He received a B.A. in English from Duke and both M.A.T. in English and M.S.W. degrees from UNC-Chapel Hill. In addition to manuscripts, his particular interests are the psychological and religious dimensions of the American experience.

Friends of the Library

The Friends of the Library of the University of North Carolina at Chapel Hill is an organization dedicated to supporting the Library of the nation's oldest state university. As one of the oldest groups of its kind in the country, the Friends has played a vital part in the development of the Special Collections and the general Library. All alumni, faculty, students, and acquaintances of the University are encouraged to continue to support their Library.

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The Friends of the Library welcomes gifts and endowments. Please address inquiries about membership or donations to the Secretary.

The Friends of the Library

The University of North Carolina
at Chapel Hill

The BOOKMARK is published periodically by the Friends of the Library of the University of North Carolina at Chapel Hill. All active members of the Friends receive *The BOOKMARK*. Application for membership to the Friends is available from: The Friends of the Library, Wilson Library 024A, University of North Carolina, Chapel Hill, North Carolina 27514 USA.

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Contributors to *The BOOKMARK* 49

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Margaret F. Lospinuso is Music Librarian and Lecturer in Music, UNC-Chapel Hill.

Douglass Hunt is Vice-Chancellor for Administration for the UNC-Chapel Hill campus.

Jacques Barzun is Emeritus Professor at Columbia University and consulting editor to Charles Scribner's Sons, publishers.

Contents

Edmund Wilkins

HENRY WILKINS LEWIS

Late in 1812 the University's Board of Trustees chose Robert Hett Chapman, a "Peace Federalist" from New Jersey, to succeed Joseph Caldwell as President. From the first Chapman's political views were unpopular among the students, most of whom supported war with England; and about a year after his inauguration they subjected Chapman's property to a series of nocturnal outrages that led Caldwell, still a member of the faculty, to ferret out the offenders. He applied to the local justice of the peace for a warrant against unknown persons, but later amended it to name several well-known students. At the trial, some student witnesses (among them John Y. Mason) declared that they knew nothing of the affair; others incriminated those named in the warrant. President Kemp P. Battle later wrote that the magistrate violated all the rules of evidence in questioning the students, then added that "A few, among them Bedford Brown and Edmund Wilkins[,] refused to answer these illegal questions. . . ."

John Y. Mason and Bedford Brown are familiar names, but who was this Edmund Wilkins who was willing to risk contempt charges rather than submit to improper treatment by the ignorant justice?

Wilkins was born in Greensville County, Virginia, on October 2, 1796, the eldest of the seven children of William Wyche and Elizabeth Raines Wilkins. At a very young age the boy was sent to Prince Edward Academy, the forerunner of Hampden-Sydney College. Then, like many other Southside Virginians in the years before their state

could boast a university, Edmund entered the University of North Carolina from which he received the A.B. degree in 1814.

On leaving Chapel Hill at 18, Edmund went to Yale College and enrolled in the sophomore class, an interesting commentary on the academic standards of the day. In New Haven he was a serious student and was elected to Phi Beta Kappa. At the time of his graduation with a second baccalaureate degree Wilkins was awarded the Berkeley Prize, an academic distinction named in honor of the philosopher-theologian George Berkeley (1685-1753), whose concern for classical education in America led him to establish at Yale an endowment to fund scholarships in the classics as well as the purchase of books in Latin and Greek as prizes for proficiency in those languages. A year after he set up the endowment Berkeley sent valuable presents of books to both Harvard and Yale. The larger of the two gifts, which was sent to New Haven in 1733, consisted of about 1,000 volumes and, according to an early historian of Yale, constituted "the best collection of books which had ever been brought at one time to America."

When Edmund Wilkins received the Berkeley Prize the token was a two-volume 1650 Amsterdam edition of Homer's works in both Latin and Greek. In the front of the Latin volume President Jeremiah Day inscribed a testimonial to Wilkins, dating it "A.D. 1817." These volumes are now 330 years old. Their history for the first 167 years following their publication and the reasoning that led the authorities at Yale to choose them for the prize are matters for speculation. What is recorded here is the story of the man to whom they were given in 1817 and what has happened to them in the last 163 years.

John Y. Mason has already been mentioned; his affiliation with the University of North Carolina, his career as a cabinet member under two presidents of the United States, and his role in the Ostend Manifesto need not be recounted. It is worth noting, however, that he and Edmund Wilkins had grown up in the same Virginia neighborhood, and, late in 1817, both entered this country's first law school—the one in Litchfield, Connecticut, founded in the late eighteenth century by Judge Tapping Reeve. Not long after they began the study of law, Mason wrote his father a description of the town and school and reported that:

Edmd. Wilkins & myself are the only Virginians in the office at present—the character of our state has not stood very high here *until very recently.* Those Gentlemen who have hitherto attended the lectures have been so remarkable for their dissipation and irreligion that in this land of steady habits, they identify with a Virginian the idea of a contempt of everything holy & sacred, and their habits of the most abandoned profligacy. But our landlady tells us that those opinions are undergoing a serious revolution & *condescendingly* informs us that Va. has not been so well represented for many years as it is at present. We believe her of course.

While Wilkins was still in school his father moved the family residence from Greensville to Northampton County, North Carolina—actually a short distance; the new home was Belmont, a plantation on the north side of Roanoke River only a few miles south of the Virginia border. Edmund was licensed to practice his profession in both states, but when he inscribed each prize volume, ''Edmund Wilkins, N. Carolina, A.D. 1822,'' he had settled in Scotland Neck, a community of plantation residences near the Roanoke in Halifax County. There he prospered and, apparently in anticipation of marriage, built a handsome house on a tract called Spring Hill. There is a tradition that the young woman he hoped to marry rejected him. Whether or not that is correct, in the early 1840s he sold Spring Hill, purchased Belmont from his brother, Dr. William Webb Wilkins, and left Scotland Neck to live at the Northampton plantation for the remainder of his life.

In politics Wilkins was a strong Whig and ardent supporter of internal improvements, but he never sought public office. He seemed content with the dual role of lawyer and planter, maintaining an active practice throughout the Roanoke River country of North Carolina and the neighboring counties of Virginia, and maintaining a low grounds or ''meadows'' plantation on the lower Roanoke as well as Belmont. He took an active role in the development of the two railroads that met at the old town of Gaston which was located on the edge of his Belmont plantation—activity that took the form of major financial investment as well as public advocacy. Each year, in late summer when Roanoke dwellers sought refuge from the malaria that infested the region, Wilkins made the long hard journey to White

Sulphur Springs in western Virginia. There he seems to have enjoyed the society of Henry Clay and other Whigs as much as the waters. The annual bills from Messrs. Erskine and Carruthers, proprietors of the White, were carefully retained in Wilkins' Belmont office to record the charges made for the bachelor and his servant.

A man of strong religious beliefs, Wilkins demonstrated his devotion by loyal service to the Episcopal Church, initially as a member of the first vestry of the Church of the Saviour in Jackson and later as founder of St. Luke's Church, Gaston.

As a Union Whig, Wilkins opposed secession, but, like most of his political allies, he supported the Confederacy once it was established. At 65 he was too old for military service. When the Union Army captured Plymouth, North Carolina, a few days before Christmas in 1862, it was obvious that plantations on the lower Roanoke were easy prey to further advances. Thus, in his own words, Wilkins "became satisfied that it was necessary to remove most of my servants from the Meadows up to Gaston & my stock, etc.—to remove them out of the way of danger. . . . [W]e moved all the negroes except about 25 or 6 of the old servants & built houses here [at Belmont] for the negroes we brought up & have got them tolerably protected in good log huts, though not as good as they were at the Meadows . . . & I have lost no servants except by disease. . . ."

Writing a letter of sympathy to his brother-in-law, James Coles Bruce (A.B., University of North Carolina, 1825), Wilkins disclosed much of his own personality as well as his reaction to wartime conditions:

> [I]t may be difficult for you to imagine that I became so oppressed with the sufferings of my relations & friends that I became almost incapable of exertion enough to try to take care of my property, & it was with difficulty that my physicians & clergyman could persuade me to make some exertion to do so. . . . I hope I may be able to leave home this summer for a short time but cannot yet determine when I can go or where or how long, but if in my choice it would always be my first choice & preference to visit you, whenever it would appear to you or me to afford any prospect of adding to your pleasure or comfort in any way, though I plead guilty to the charge of being sometimes too diffident in offering my services to my friends in that way as well as too backward in accepting their kind invitations. I think now, however, that you

& I both need cheering up & a determination not to give way to depressing feelings, but put our whole trust in a merciful . . . providence & in hope that all things will work together for the good of all those who so put their trust, & after all, the *happiness* of *that feeling* is the only real happiness in this world, & when you ask me if I am happy in this world I refer you to Rasselas, Prince of Abbyssinia [*sic*], who was a better judge of happiness than I am.

This reference to Samuel Johnson's didactic novel suggests something of how the aging bachelor passed the lonely war years.

Shortly after the Civil War ended, Wilkins invited his nephew, Dr. Edmund Webb Wilkins (A.B., University of North Carolina, 1851), to bring his young family to Belmont. When they arrived, the lawyer installed them in the plantation house and retired to his office in the yard, where he lived until his death at the age of 70 on January 28, 1867. Having survived all his brothers and sisters, he devised Belmont and its contents to his nephew.

Very early in Dr. Wilkins' ownership, the Belmont house was destroyed by a fire that—fortunately—burned so slowly that almost all the furnishings were saved. At once work was commenced to build a second house on the foundation of the original structure. At Dr. Wilkins' death in 1899 the property descended to his children.

During the early years of the twentieth century St. Luke's Church, which stands at the gate to Belmont, was occasionally given a service by the Rev. Benjamin Swan Bronson, a highly visionary priest who then lived in nearby Warren County, North Carolina—first as rector of Emmanuel Church, Warrenton, and later as the teacher of a school for boys. Bronson, a native of Maine and graduate of the Yale class of 1849, was a fascinating conversationalist and firm friend of Dr. Wilkins' daughters who remained at Belmont: Elizabeth (Bettie) Garland and Edmonia Cabell Wilkins. The clergyman persuaded them that the Berkeley Prize book was rare and worth preserving. Just where Bronson proposed to deposit it does not seem to have been made clear, but by 1905 the sisters had placed it in his custody—nor do they seem to have made inquiries about its whereabouts at the priest's death in 1917.

In the mid-1920s the second house on the Belmont plantation was destroyed by fire, this time a totally devastating one from which the Wilkins sisters were fortunate to escape alive; almost all their possessions were lost. With remarkable pluck, the middle-aged women moved to Edmund Wilkins' old law office still standing nearby and set out to build the third house on the Belmont foundation.

In the early 1930s—sometime after the second fire—Benjamin Swan Bronson, Jr., in making an inventory of the books from his father's estate, came upon the two prize volumes. Noticing the inscriptions, he and his wife made an effort to trace the book's history and eventually, through mutual acquaintances, the Bronsons returned the book to Belmont. Delighted that it had escaped destruction and grateful for the Bronsons' thoughtfulness, the Wilkins sisters gave the book to Edmund Wilkins Lewis, namesake and great-great nephew of the subject of this piece. This accounts for the inscription in each volume that reads "To Edmund Wilkins Lewis from Cousins Bettie & Edmonia Wilkins." Lewis, in turn, gave the prize book to his older son, who signs this sketch, and who now has given it to the Rare Book Collection of the Wilson Library, The University of North Carolina at Chapel Hill.

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Plate 1

*English Illustrated Books of the Eighteen-Sixties: Their Origins and Their Literary Interpretation, Part II**

ALLAN R. LIFE

It is impossible to represent every interpretive aspect of sixties illustration with a few designs. There are simply too many engravings in too many styles, illustrating too much literature that itself requires extensive comment, either because of its complexity or because it is no longer read. With that admission I have selected four designs that suggest some of the formal and interpretive techniques of this school of illustration. The first (Plate 1) appears in a book that has already been mentioned, *The Parables of Our Lord,* illustrated by John Everett Millais. In the first section, I spoke of Millais' ''subtly modulated naturalism''; in his design for ''The Prodigal Son,'' the artist uses this style to epitomize both the literal and the symbolic levels of Christ's parable. Viewed in isolation, each of the figures and each detail of their setting is naturalistically portrayed. Yet Millais' design is unnaturalistically static. Although the embrace depicted is as momentary as the silhouette of the cedars or the stance of the oxen within the

**This concludes Professor Life's article on Victorian illustrated Books.*—Ed.

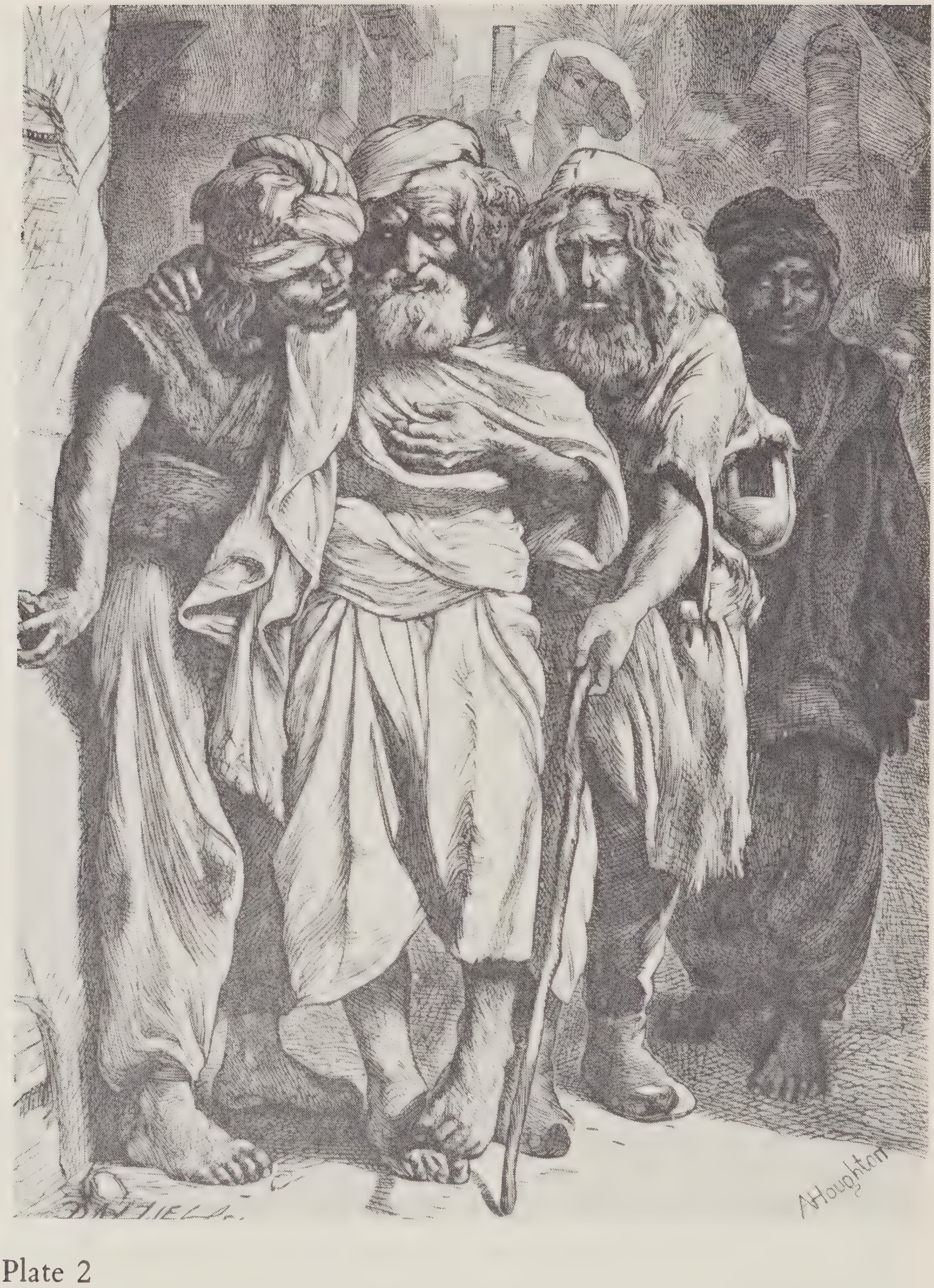


Plate 2

circular mill, this sign of reconciliation is rendered monumental through the parallel angles of the limbs and bodies of the figures, and through the linear hatchings with which they are shaded. Despite their emphatic contours, the forms of the Prodigal and his father merge into a rectangular configuration, which can also be seen as part of a triangular shape whose left side slopes along the roof of the granery and the son's left forearm and is extended by the heads of the calves. The entire composition is based on triangular forms which, because of the subject, assume a Trinitarian significance. In their turn, these recurrent triangles encourage the viewer to relate the motifs that compose them to the allegorical level of the parable: to identify the bowing father with a merciful God and his kneeling son with a repentant sinner; to find in one of the animals the "fatted calf" of the story and in the cedars a traditional emblem of Christ.

Like Millais, Arthur Boyd Houghton reconciles naturalistic form with geometrical pattern, intense characterization with symbolic monumentality. Also like Millais and his other leading contemporaries, Houghton often transcends his sources even as he faithfully illustrates them. This is particularly true of his designs for the Dalziels' bowdlerized *Arabian Nights,* issued in parts by Ward and Lock from 1864 to 1865. Reading this leaden translation increases admiration for works like "The Three Blind Men Watched by the Thief" (Plate 2), which adorns the tale of a "cunning and malicious man" who tricks a sightless beggar into falling downstairs and then, for good measure, swindles his victim and two other blind men out of their savings and their livelihood.[2] There is a callousness in this version of the story exacerbated by the laughter of the caliph who hears it, and which surely repelled Houghton, who was himself blind in one eye and afflicted with inflammation of the other. Yet his illustration avoids bathos as completely as impersonality: the massive rectangle composed of the blind men, groping forward like one compassionate organism; the hovering shadow of the thief, his pupils dilated with malice, his clinging feet like a panther's.

In this design and many others for the *Arabian Nights,* Houghton employs interpretive methods perfected by English artists like Millais with an expressiveness worthy of such French Romantics as Delacroix

"NOW, sir," said Hardmouth, putting his head into the room. "Now, if you please?"

Plate 3

and Gustave Dore. Like Dore, Houghton deftly balances the ideal and the grotesque, and he is not the only English illustrator of his period to achieve this reconciliation. Best remembered for his society cartoons in *Punch* and for three novels published in the nineties, George du Maurier in the sixties produced illustrations ranging from the impressionistic to the fantastic. On his designs for Douglas Jerrold's *The Story of a Feather,* du Maurier lavished his formal repertoire, with naturalism predominating in the full-page illustrations and the grotesque intensifying as the designs become smaller, until it triumphs in the illustrated initials for each chapter. The result is a multifaceted and enlivened view of these memoirs of an ostrich feather. From vantage points ranging from the hat of a countess to the cap of a monkey, the feather witnesses such bizarre events as the death of a maker of playing cards, who believes himself plagued by devils ''wearing the faces, forms, and habits of the kings, queens, and knaves of cards.'' In illustrating this episode, du Maurier provides two designs: one, a naturalistic portrayal of the terrified invalid; the other, a grotesque initial drawing of the same figure recoiling from a demon (Plate 3). Only two inches square this latter work is a sequel to a previous initial engraving, showing the old man painting a composite playing card beneath a clock striking eleven and a dwindling hourglass. Here the canvas is ruptured by the devil, the clock attains high noon, and the sands have run out. If such symbolism is obvious, du Maurier's use of it is both animated and relevant to the story. The chapter ends with the card-maker's vision of the Jack of Clubs winning his soul in a cribbage game, and the clock recalls a watch that recurs in the plot and adorns an earlier initial design, inscribed with a ship and the motto, ''such is life.'' Also notable is the juxtaposition of the devil in the engraving with the first words of the chapter: '' 'Now, sir,' said Hardmouth, putting his head into the room. 'Now, if you please?' ''—the speaker is a policeman intent on taking the heroine of the romance to Newgate Prison on the charge of stealing the ubiquitous watch.

The three engravings examined so far suggest the stylistic diversity of sixties illustrations as well as the varying degree to which the artists employed the kind of emblematic imagery used in du Maurier's vignette. Yet these designs have obvious affinities as well as dif-

Plate 4

ferences. Especially recurrent is the symbolic use of light and dark and the tendency—conspicuous in Millais' and Houghton's designs—to organize compositions in strata parallel to the picture plane. Associated with this device is a subtle deviation from naturalistic perspective that characterizes many illustrations of this period, and which artists like Pinwell carry far enough to alter the interpretation of their designs. This process is well represented by the engraving in Plate 4, which contains the standard properties of a rustic courtship—a bashful maiden, an apple-fancying suitor, and a pastoral backdrop. On closer inspection, however, "backdrop" becomes more than a convenient label for this landscape, which is detached in spacial terms from the foreground and which itself violates linear perspective. The entire engraving, in fact, is less a naturalistic scene than a collage in which a forest of masts is suspended above a hillock surmounted by a colossal yet weightless cow. Admittedly, this raises a question of artistic intention: is Pinwell consciously defying perspective, or is he breaking laws that he is incapable of observing? This artist's meager education has already been noted, and his surviving drawings for illustrations show that the lack of recession in his designs, which to modern eyes is so congenial, was partly imposed on his style by the engravers who interpreted it. The sky and distant hills in this print, for example, are rendered with the horizontal lines through which wood engravers translated—and largely obliterated—tonal effects produced with a brush or soft pencil. Yet Pinwell employs perspective and other naturalistic techniques with total competence in his early illustrations, and in his mature work he often finds decorative possibilities in homely subjects. Frequently the results transcend the decorative; in this design Pinwell embodies not only a narrative situation but another, more symbolic, level of meaning implied by the fragmentary rendering of space.

No English illustrator achieved a more subtle blend of the natural and the symbolic than James Mahoney. At first sight, his work may not appear particularly original or even dramatic; his figures assume poses and expressions not only stock but immobile, and he rarely attempts the kind of whimsically tangential detail in which Houghton delights. For portraying unified impressions of significant interactions,

Plate 5

however, Mahoney had not only talent but genius; capable of uninhibited violence as a man, as an artist he excels in claustrophobic compression, in figures confined within schematic settings whose shadows are disturbingly organic. He was a natural illustrator of Dickens' later novels, and for the Household Edition of *Little Dorrit* and *Our Mutual Friend* he produced outstanding designs. Mahoney also illustrated *Oliver Twist,* and though he is less successful than George Cruikshank with the melodramatic side of the work, he surpasses the older illustrator in portraying its more subjective episodes. One of his best drawings shows Fagin and the Artful Dodger contemplating Oliver before enlisting the boy in Bill Sykes' housebreaking squad (Plate 5). If the attitude of the sleeping boy—"so pale," the text declares, "with anxiety,...and...the closeness of his prison, that he looked like death"—and the gloating posture of his tormentor are predictable, the composition is not; for all its apparent naturalness, it is as rigorously structured as Millais' "The Prodigal Son." With mathematical precision, Mahoney has based his picture on a series of rectangles, one of which, the open door, is nearly as wide as the densely shaded area before it and as the lighted area before that. That these spaces are largely defined by degrees of illumination typifies Mahoney's emphasis on carefully disposed hatchings, which were translated by the Dalziels into networks of dots and irregular lines. Though in literal terms the room is lighted by the Dodger's lamp, the stratified darkness seems less a natural phenomenon than a predatory emanation of Fagin—Fagin whose silhouette mars the bright rectangle and whose shadow blots the transparent hatchings sweeping towards Oliver. Corresponding with this impression is the metaphorical treatment of this character in the book; in the Household Edition this picture is not printed with the chapter containing the scene depicted, but with the account preceding it of Fagin's effort to corrupt Oliver by "slowly instilling into his soul the poison which he hoped would blacken it, and change its hue for ever."

I hope these critiques have suggested the importance of the illustrations of the sixties to specialists in art and literature. By analyzing the

relationship between such works and their literary sources, critics are clarifying an important link between two arts. At Chapel Hill we are fortunate in possessing recent acquisitions that include not only the current scholarship on illustration but so many of the illustrated books to which future study will be devoted.

Notes

[1]E.V. Lucas, "George du Maurier at Thirty-three," *Cornhill Magazine,* 150 (Oct. 1934), 389.

[2]All quotations from illustrated texts are from the editions where the designs discussed first appeared.

List of Plates

1. John Everett Millais, "The Prodigal Son." *The Parables of Our Lord.* London: Routledge, Warne, 1864.
2. Arthur Boyd Houghton, "The Three Blind Men Watched by the Thief." *Dalziel's Illustrated Arabian Nights' Entertainments.* London: Ward and Lock, 1864-1865.
3. George du Maurier, Initial Letter. In Douglas Jerrold's *The Story of a Feather,* London: Bradbury, Evans, 1867.
4. George John Pinwell, "Sailor's Love." *Wayside Posies.* London: Routledge, 1867.
5. James Mahoney, "The boy was lying, fast asleep, on a rude bed upon the floor." In Charles Dickens' *Oliver Twist,* London: Chapman and Hall, [1871].

The Early American Tunebooks in the Annabel Morris Buchanan Collection: Valued Heirlooms, Then as Now

MARGARET F. LOSPINUSO

In 1977 Annabel Morris Buchanan gave to the University of North Carolina Music Library the collection of early American shape-note hymnals that she had assembled during her long career as a musician, composer, writer, and collector of American folk music. It was the American folk hymns in the shape-note tradition that particularly interested her; her personal collection of shape-note tunebooks was part of her effort to document and study a musical tradition that is a distinctly American contribution to music, one that originated in the North in the late eighteenth century and reached full flower in the South during the nineteenth and early twentieth centuries.

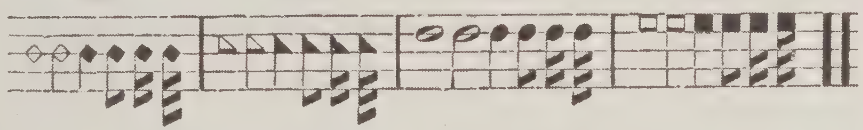
The shape-note tunebooks are distinct in American musical history for both the notational system they utilize and the music they contain. The shape-note system was an indigenous American invention designed to aid non-musicians in learning to read music, and involves the use of notes of different shapes, such as squares, diamonds, and triangles to represent the different pitches or solmization syllables, fa, sol, la, mi...(see Plate 1). The first systems used only four shapes; later systems used seven shapes, with several sets of shapes used by various publishers and compilers of hymnals. (Shape notes are also known as "patent notes," "buckwheat notes," or "fasola notes.")

RUDIMENTS OF MUSIC.

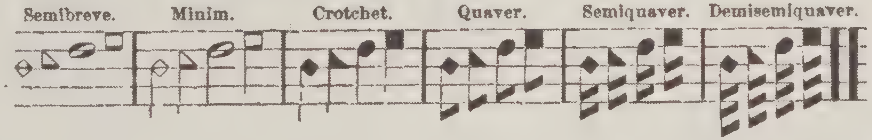
GENERAL REMARKS.

Music is said to be a succession of pleasing sounds. As a science, it teaches the just disposition of sounds; and as an art, it enables us to express them with facility and advantage. Music is written upon five parallel lines, including the spaces between them, which is called a stave. These lines and spaces are represented by the first seven letters in the alphabet—A, B, C, D, E, F, and G. These letters also represent the seven sounds that belong to each key-note in music. When eight letters are used, the first is repeated. All notes in music which represent sounds, are called by four names — me, faw, sole, law: these notes have six other names, which represent time—the Semibreve, Minim, Crotchet, Quaver, Semiquaver, and Demisemiquaver.

EXAMPLE.



EXAMPLES OF NOTES THAT DIFFER IN TIME.



These six kinds of notes are proportioned according to the modes of time, and measure notes.

The following scale will show, at one view, the proportion one note bears to another:

One Semibreve is equal in time to

Two Minims,

Four Crotchets,

Eight Quavers,

Sixteen Semiquavers,

Thirty-two Demi-semiquavers.

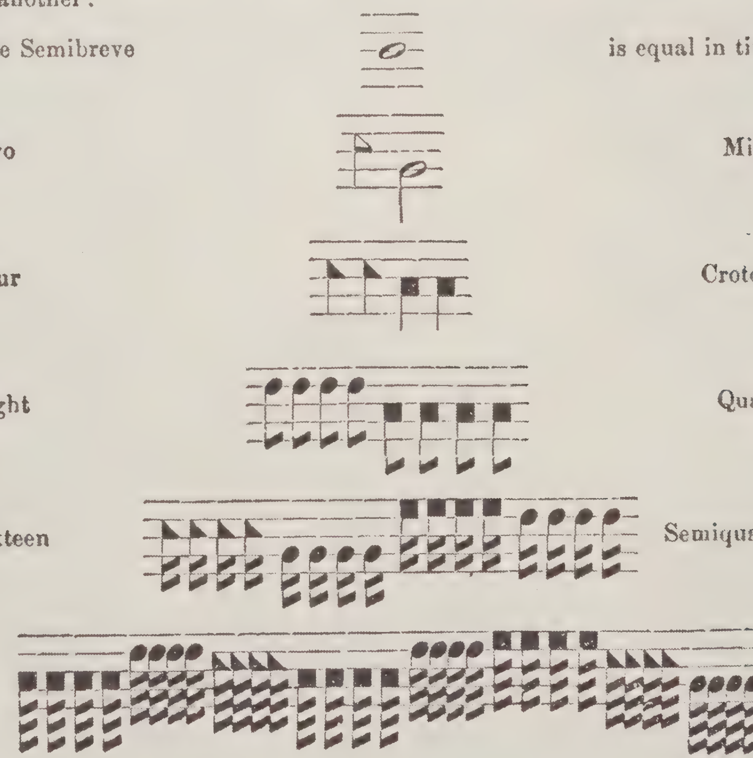


Plate 1

In 1801 William Little and William Smith brought out the first known published shape-note tunebook in Philadelphia, the *Easy Instructor.* This book was a tremendous success, and was reprinted in numerous editions, many with greatly varying content, until 1831. Other publishers, drawn by the success of the *Easy Instructor,* soon followed suit with similar shape-note collections. However, those who advocated the use of shape notes were not without their detractors. It was not so much the use of the shape notes *per se* that drew objections, it was the kind of music published in shape notes. The early shape-note tunebooks characteristically contained a remarkable new American music, notable for its use of folk elements, its strong rhythmic pulse and its sometimes adventurous (the critics called them inept) harmonies. This new music was considered crude and uncultured by the urban arbiters of musical taste; they preferred a more European musical approach, and their dislike of the music was extended to the notational system, the ''dunce notes.'' These ''reformers,'' among them Lowell Mason, composer of the well-known hymn tune for ''Nearer My God, to Thee,'' were so influential in shaping American musical education that shape-note hymnody, both the system and the music, disappeared from urban centers, particularly in the North; however, the tradition held in the rural South, continuing into the twentieth century with the publication of new shape-note hymnals and the republication of old ones.

The singing of shape-note hymns extended far beyond Sunday morning religious services; singing ''conventions'' held regular ''singings'' that were major social events, frequently lasting two to three days and drawing hundreds to thousands of singers. These people valued their music, and in the face of urban hostility to it, clung to their tunebooks as irreplaceable valuables. The importance these music books held for their owners is reflected in the signs of heavy use in the surviving tunebooks, in the inscriptions and annotations, and in the painstaking repairs sometimes made on deteriorating portions.

The copy of the *Easy Instructor* that is in the Buchanan Collection, an edition from 1818, has a four-leaf gathering carefully handsewn between the instructions on musical rudiments (a characteristic feature of tunebooks) and the hymns; this homemade supplement contains the

tenor and/or bass parts to eight additional tunes, as well as a poem signed "Jonathan C. Scott of Southampton County Virginia, State of America, Oct. 30, 1823. A little learning." Also included are listings of judgments rendered on January 14, 1825 (Beal vs. Brown, and Prellow vs. Williams), and another inscription of ownership dated June 3, 1832: "Jonathan C. Scotts [*sic*] Book." A later owner carefully recovered the book—the paper on the wooden board covers was apparently worn by then—with a cloth cover made of printed cotton in a diamond-shaped crosshatch pattern handsewn with minute stitches and pieced from remnants. The original flyleaf, which bore another inscription by (or to) Jonathan C. Scott, was then glued to the inside of the cover, where it covered the raw edges of the new cloth cover and concealed Scott's name, and a new inscription was made on the blank back of this leaf, facing the title page, "Mr. Elisha Joyners [*sic*] Note Book this 14th of the preasant [*sic*] month in the year of our Lord 1832. Mrs. Jane Joyner his Wife. by Henry G. [?] Edwards [?, lettering faint]." When the cloth became worn, someone made a brown paper wrapper that is also now worn and tattered, silent testimony to heavy use.

The *Kentucky Harmony,* compiled and published by Ananias Davisson in 1816, is one of the more famous southern shape-note tunebooks. The Buchanan Collection copy appears to have been first purchased by Martin Boehm; "Martin Boehm, his Book, Bought of A. Davisson Dec. 1823" is inscribed on the back of the title leaf. It was owned or used by William Boehm, for on a blank page after the index at the back of the tunebook is written in very decorated lettering, "Wm. Boehm, his hand & pen, Dec. 1823," and by Cornelius F. Mowrey, whose name is written in pencil on the flyleaf together with the date March 14, 1875. The page edges bear finger marks from heavy use. Two manuscript leaves have been added inside the back cover, the second one backed with two hand-stitched strips of cotton cloth with an irregular print running the length of the strips. Across the two facing sides (page 1^{v}-page 2^{r}) a hymn has been added, " 'Funeral Elegy' by Thomas Cotterill, 1827," lamenting the death of "your Rebecca."

One of the more tantalizing books in the Buchanan Collection is a nineteenth-century manuscript tunebook, a small oblong book (10 x

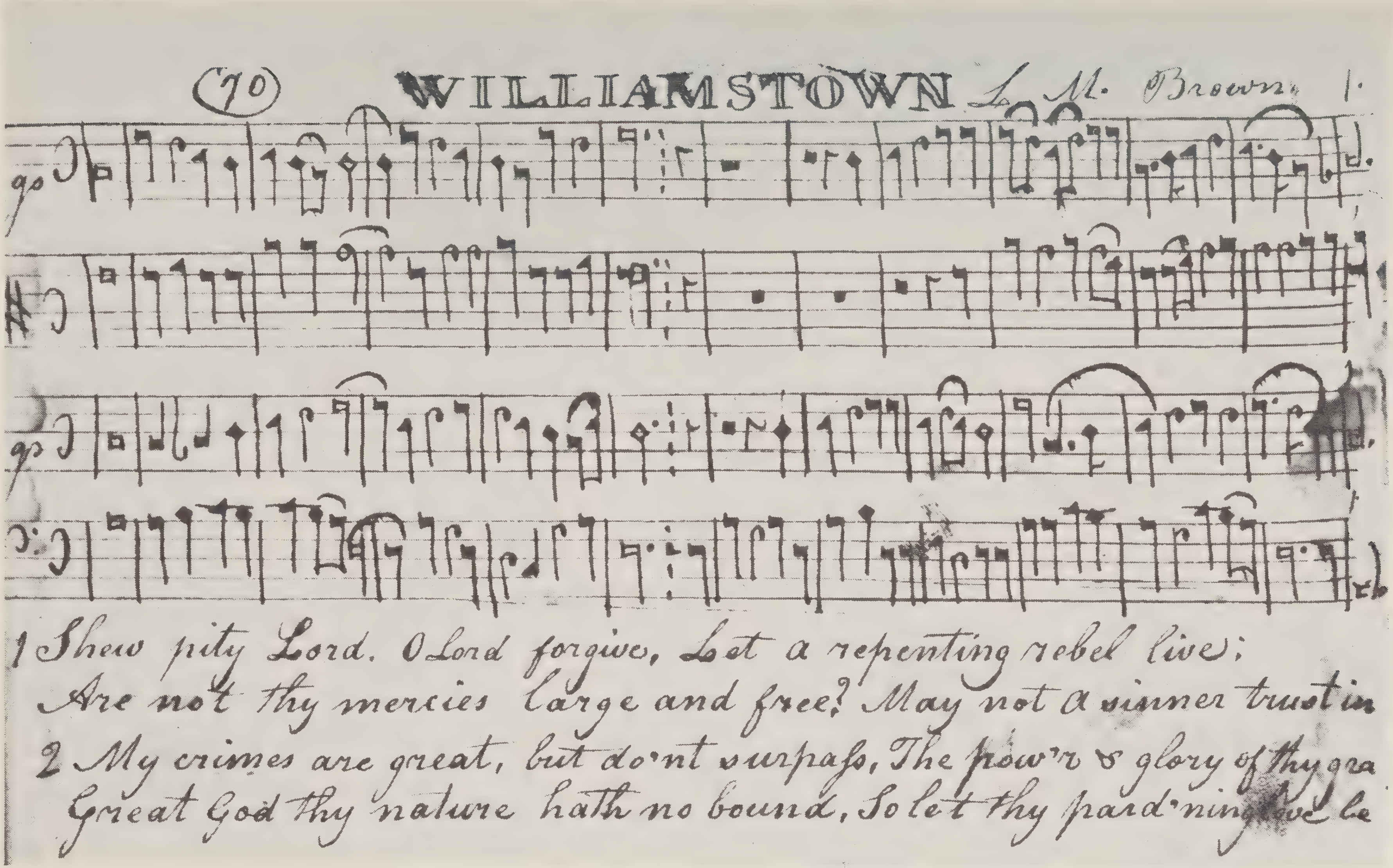

(70)
WILLIAMSTOWN L. M. Brown. 1.
1 Shew pity Lord. O Lord forgive, Let a repenting rebel live:
Are not thy mercies large and free? May not a sinner trust in
2 My crimes are great, but do'nt surpass, The pow'r & glory of thy gra
Great God thy nature hath no bound, So let thy pard'ning love be

Plate 2

16 cm) of blank pages (Plate 2). About two-thirds of the pages contain carefully copied out tunes in three and four parts, with texts. There are a number of blank pages in the last third of the book, and also a few pages of sketches of people and animals done in ink and pencil. On the last few pages the hymn copyist added some scientific observations: "To find the superficies & solidity of a globe: Multiply circum. by diam. for the superficies. Super. mul. by 1/6 diam. give solidity"; and a table of bearings and distances from Middletown, Ohio to several towns, Canton, Cleveland and Cincinnati, among others. The first few pages of the book contain notes about a travel itinerary; from them it seems probable that the owner was an itinerant preacher whose territory or circuit lay along the Ohio River, with stops in southern Ohio, southern Indiana and northern Kentucky. There are references to preaching, and some family names are mentioned: "tarried till Thursday within about 6 miles of Gullifords at Pences." Although the name of the owner does not appear in the book, it is possible that further research might bring it to light. Also the date of origin can be fixed only very generally. Some of the tunes copied into the book were first published in the first two decades of the nineteenth century. Various other features indicate that it probably originated no later than the first half of that century. More exact dating would be possible with further study.

The book contains a colorful variety of hymn texts and tunes, from the familiar "Greenfields," ("How tedious & tasteless the hours, When Jesus no longer I see;/Sweet prospects, sweet birds and sweet flow'rs, Have all lost their sweetness to me") to songs of joy such as "Reflection," ("My God the springs of all my joys, the life of my delight;/The glory of my brightest days, and comfort of my nights") or of longing for salvation as in, "Jerusalem my happy home." Also included are a love song set to the tune "Washington":

> For ever future wilt thou prove, An unrelenting foe to love...
> Till youth and genial years are flown, and the prime part of life is gone...
> For once oh fortune hear my pray'r, and I'll absolve thy future care,
> All other wishes I resign, Make but the dear Amanda mine

and a lugubrious warning against frivolity, detailing the awful fate of heedless Polly:

Young people lest this be your case,
Now turn to God and seek his face.
Upon your knees for mercy cry
Lest you in sin like Polly die.*

Thus equipped, this preacher had songs for all occasions, a very personal collection of favorites. And many of the songs he brought to the communities he visited remain favorites today with singing groups and choirs.

The many and varied tunebooks in the Buchanan Collection and in the rest of the American Religious Tune Book Collection at the University of North Carolina Music Library document the extent to which this music permeated American life, particularly life in the rural South; in addition, the small personal contributions, the preacher's carefully copied tunebook, the loving repairs and handmade supplements to published tunebooks, bear witness to the individuals who were part of the long history of this two-centuries-old musical tradition.

List of Plates

1. John G. McCurry, "Rudiments of Music." *The Social Harp.* Philadelphia: S.C. Collins, 1868.
2. L.M. Brown, "Williamstown." MS. tunebook, Music Library, University of North Carolina at Chapel Hill.

*Repertories of different regions often have textual variants; this will explain any differences between these lyrics and ones with which the reader may be familiar.

Speech at Annual Friends Dinner Meeting

The 1979 annual Friends of the Library dinner was held at the Carolina Inn. A record number of 250 Friends attended. The speaker was the noted historian and critic, Jacques Barzun. He was introduced by Douglass Hunt, a friend of Mr. Barzun and Vice-Chancellor for Administration of the University of North Carolina at Chapel Hill.

Introduction

DOUGLASS HUNT

Mr. Chairman, Chancellor Taylor, Dr. Govan, Friends of the Library, Distinguished Guests:

As with all figures of renown, Jacques Barzun has become the subject of stories. One of them concerns a meeting of the Columbia University Seminar on Higher Education at which the theories of the Reverend Thomas Robert Malthus were the subject of the evening's discussion. Barzun and his colleague Lionel Trilling were participants. As the dialogue wore on, Trilling commented, "Honi soit qui Malthus pense!" To which Barzun rejoined, "Honi soit qui mal thus puns!"

That anecdote shows our guest to be learned, playful, and quick-witted. He is surely all of those things, and many more.

Though he has now slipped his academic tether, he belonged heart and mind to Columbia University for forty-eight years as student, teacher, and administrator. Within a few weeks of his graduation in 1927 he went to work as a faculty member. Along the way he earned the Master's and the Ph.D., rose through the academic ranks to a professorship in history, became Dean of the Graduate Faculties, and, three years later, the University's chief academic officer as Provost and Dean of Faculties. Upon his resignation from that post he was appointed University Professor, a distinction by which Columbia released him from narrow confinement to a single discipline so as to benefit from the range and depth of his variety of interests and studies.

Meanwhile, he manifested his talent and learning in a series of distinguished books. *Teacher in America,* his first provocative volume about higher education, dates from 1945 just at the end of World War II. Twenty-three years later he published his sharp and shrewd analyses of the problems of institutions of higher education in *The American University: How it Runs, Where It is Going.* In between, he produced *Berlioz and the Romantic Century; God's Country and Mine; Music in American Life; The Modern Researcher; The House of Intellect; Classic, Romantic, and Modern;* and *Science: The Glorious Entertainment.*

While all these books were being written, he turned out a series of significant and elegant translations, including *Pleasures of Music; New Letters of Berlioz;* Musset's *Fantasio;* and (more Berlioz) *Evenings with the Orchestra.*

The listing is representative, but not complete: the catalogue cards of his titles in our library make a half-inch stack.

When one considers that most of these works were written while Mr. Barzun was carrying a full administrative and teaching load at Columbia, one wonders at his industry and energy.

Since leaving Columbia, he has written *Simple & Direct: A Rhetoric for Writers,* a tool for clear written expression which has achieved the status of a minor best seller.

He is not only a distinguished historian but a major American critic of culture and of the arts. He is a writer of distinction, commanding a style capable of argument or arabesque. Through all his writing he gives us (to borrow his own phrase) "the living speech of a true witness."

If one attribute more than another characterizes his work, it is reasonableness—a kind of pervasive sanity and civility of viewpoint, however hard the truths he may tell us and however pointed his manner of telling. He is a responsible man, devoted to the main aims of education and learning, whether as teacher or officer of Columbia, as editorial consultant to Charles Scribner's Sons, or as author.

Among other organizational affiliations, Mr. Barzun is a member of the Friends of the Columbia Libraries. Though he was not until tonight a member of the group meeting here, he has already qualified by his deeds as a true friend of our library. He and his colleague

Wendell Taylor of Princeton built over many years a collection of mystery novels and related materials that led, in time, to their joint work, *A Catalogue of Crime.* For the last several years Barzun and Taylor have been transferring parts of their still-growing accumulation to our Rare Book Collection. They have arranged that the remainder of their holdings will come to us by testamentary gift. Their investment of attention and generosity has created between us and them a firm bond of affection in which, for our part, we can only marvel at their gifts to us and be thankful. For their part, their bounty to us seems only to increase their willingness to bestow kindness upon us. It is to that magnanimity of spirit that we may fairly credit Mr. Barzun's presence among us tonight. For he has accepted your invitation to share his time and thought with us.

I must not conclude without a personal word: among many good things that happened to me as an officer of Columbia University, the very nicest was that for four years I shared an office suite with Jacques Barzun and came to know him and call him friend.

It is an honor to present him to you now.

Any Connection Between Books and Libraries?

JACQUES BARZUN

May I begin by saying what a delight it is to be on this campus again after twenty years and to renew acquaintance with so many colleagues and friends, old and new? Friendship is a great institution, which has been praised by men since antiquity. A library is a great institution, too, and except for periodic destruction by fanatics, has also been revered in ancient times and since. When therefore, you combine the two and produce "Friends of the Library," you obtain a very great institution, awesome and powerful. The two emotions that are evoked and set to work are not merely added—$a + a = 2a$—but rather multiplied: $a \times a = a^2$.

You and I know this at first hand, for I too am the friend of a library, in fact of three libraries, that of Columbia University; the New York Public Library at 42nd street, and the New York Society Library of which I am a trustee. I hold them all in close friendship, very selfishly of course, for I am a heavy user of their resources; but the relation also keeps me aware and informed of their difficulties, and this enables me to speak to you tonight as—shall we say?—friend to friend. At any rate, I count on your friendly indulgence for all the errors and heresies I may commit.

Among the many topics of current concern, I have chosen the apparently simple one of the connection between libraries and books. I happen to think that in our day it needs redefinition. The first connection is etymological—a library is a collection of books, the Latin for books being *liber,* which in turn means a piece of bark or rind of a tree, something peeled off; so that the leaf of a book and the book or *liber,* are ultimately the same word, if not quite the same object. Although etymology cannot and should not constrain us, I am certain it is extremely important that libraries should keep their eye on this original, fundamental connection between themselves and *the book*—the book as an instrument of culture, as a means of learning, and as a source of pleasure.

That link with books and those three roles of the book are to be specially kept in mind today, because of the great attractiveness of things other than books, and because of the general restlessness which tends to make us think that if a library has always meant books, it is high time that it should mean something else, more modern and more efficient. Through this lure of modernizing, the attractive other things persuade well-intentioned people that a change in the very idea of a library is called for. Indeed, I am told that in a good many public and private schools there is no longer a library: it is now a General Information Resource Center. The phrase tells the whole story. Knowledge has been replaced by information and that information is to be distributed less by books and more by machines—computers, audiovisual aids, and discs and tapes.

Now these wonderful pieces of equipment have their uses, as I shall suggest in a moment, but when they lead people to think that they constitute an improved form of the book, they promote a dangerous confusion. The picture drawn of the future library by advocates of the mechanical equivalent of books usually shows the student or reader with darkened brow over the console of a computer and tapping out his request for light. A few seconds pass and here is the full answer on the screen. How perfect, how restful—no need to go through the motions of finding and handling a book, turning to the index and the page, and reading a lot of irrelevant words before coming upon the needed fact—or, quite often, *not* coming upon it. Let the computer lift

the burden from your tired fingers, weary mind, and dimmed eyesight.

What is the trouble with that futurist picture, where is the confusion I mentioned? It is this: in order to find a piece of information, a so-called fact, by means of a computer, the seeker must already possess a great deal of knowledge. He must know precisely what he wants and he must know enough other things into which to fit the additional item. Otherwise, the new fact (or the old fact refreshed in memory) is quite sterile and useless. Information is not knowledge.

The implications of this difference are serious and extensive. One is, that one cannot learn a subject—even a small subject—by means of a computer. It gives no lead from one thing to the next. There is no *form* to its contents—its so-called memory is really a junk heap; whereas learning a subject is almost altogether a question of grasping its form, its internal and external relations—organic relations, not mechanical. This truth explains why teaching machines do not teach. To be used at all they require superior teachers, who employ them as mere servants of their own highly organized teaching.

Nor can a computer do more for research than save time and drudgery. It does so by acting as index, repertory, fact-finder. But again, the real work of research is to discover the shape and *character* of a situation, a person, an event, a period; and this discovery does not arise ready-made out of a bald collection of facts and names. It comes from the researcher's imagination, after he has studied the products of previous minds working on the same elements. These "products of previous minds" are found only in books. And I should add: they are found in books only when these are read from end to end; because, unlike a computer, a book suddenly faces you with the unexpected; you haven't asked for it, you haven't programmed the author. This amounts to saying that in being a collection of books, a library is also a collection of authors, reflective minds, living imaginations.

But isn't there a sense in which the computer is an author too? When programmed for specified topics, words, relations, and exceptions, it can achieve vastly complicated arrangements among materials. True, yet one element is always missing. The computer does not *intend* these arrangements; they are not selected by a judging mind; they are

and remain piles of items, and the absurd connections that the computer invariably proffers stand on the same footing as the sensible and the suggestive. A mind must sort them out. Still another defect appears when one looks more closely: all the cut-and-dried information in the machine has been put together by a key-puncher, highly trained to punch keys, but by definition neither philosophic nor an erudite intellect.

One transitional step could, of course, be taken right now. Cut down ruthlessly on the numbers of periodicals. They make up a gross overpopulation with no planned parenthood to keep them in check. They proliferate like the Jukeses and Kallikaks and are sometimes as illiterate. In short, many of them are unnecessary, unreadable, unwanted except by the contributors. The old purpose of the learned journal was sound—to communicate new and important findings quickly, when travel was slow and difficult. The new purpose is to give an outlet to the scholar who must publish to keep his job. The result is an inflation of the substance. What is worth a footnote becomes an article, in which the bearing of the small new truth (if any) requires that its well-known surroundings and antecedents be repeated at length once more—endless and wasteful repetition. The potential quality of modern scholarship is high; its objects and its modes of expression are deplorably low. And as long as libraries feel compelled to subscribe to the ever-increasing bulk of periodicals, all the wise complaints against specialism will be dishonest and futile.

A last remark, addressed particularly to those who are not only friends but also donors. In my experience (parochial, I admit) what donors most like to—to—done is a rare book. That is a partly generous act. I have used the illicit word *done* to distinguish the donor from the giver. The giver, Pagan or Christian, thinks only of the recipient of his gift; the donor also thinks of the recognition, the published thanks, the brass plaque. To be fair, I will add that often the rare book is a lovely object, but does that always justify its presence and its upkeep? Rare books breed special buildings with a special hush, with special leather cases and special librarians, who are even more like fierce angels than the rest. All this is expensive, which might not matter if the inherent worth of the book required this apparatus. But nowadays,

with the thriving facsimile-reprint industry, the rare book is no longer rare, it is only the given copy that is rare. The reader and user can satisfy all his intellectual purposes with the facsimile and feel more comfortable into the bargain when he handles it.

These obvious facts lead to an obvious suggestion—a fully generous donor, true friend of libraries, will give his rare book without strings attached; that is to say, the book may be sold in time of need. Its return to the market will not be a dead loss. It will give another collector his share of pleasure, both in owning and in redonating. In this way—theoretically—a single rare book, rapidly turned in and turned back to the same library could endow it with a steady income. And that income, surely, must go to the purchase and maintenance of ordinary books for learning and research.

To my mind, and speaking as a researcher, a collection of ordinary books is of greater worth than any rare book whatever, for the collector has added his knowledge and intelligence to it and he has very likely rescued many scarce books that are not rare. I mean books that are hard to find but that no dealer or collector would pay much for. Rare book or collection, the gift ideally should be accompanied by money for board and lodging. The reasons in times of inflation are self-evident.

There is a final corollary to these considerations of cost and costliness. Just as the worth of rare books for display may be injudicious, so the expenditure of money, time, and talent for advertising the goods on the shelves may be a frill to be dispensed with if need be. I like looking in showcases too, but my pleasure is spoiled when in the stacks I find the bindings torn, the books shelved in the wrong places for lack of trained help, and the sets permanently missing this or that volume. The library is not a theater which needs posters and exhibits to lure the passer-by. The library is for those already moved by a strong desire to use it. The library is a roof over a bunch of books and a bunch of readers. If we can keep it just that, against all odds and all enemies, we shall have done a good deed, we shall have acted like a true friend.

The Friends of the Library

REPORT OF THE SECRETARY

I am glad to see that so many could attend this annual dinner of the Friends and I would like to begin my remarks by welcoming the following very special guests: Mrs. Connie Dunlap, University Librarian at Duke University; Dean and Mrs. Edward Holley, Dean of the Library School here at Chapel Hill; Dr. and Mrs. I. T. Littleton, Director of Libraries at North Carolina State University; Dr. Penny Perry, Director of Libraries at North Carolina Central University; Mrs. Lionne Rush, widow of Charles Rush, formerly University Librarian at Chapel Hill; and Misses Wilsons, Penny, Elizabeth, and Jane (Dr. Wilson was unable to attend).

It is my sad duty to note the passing of the following Friends since our last meeting: Mr. J. Fuller Brown; Mrs. Jonathan Daniels; Mr. Edwin M. Gill; Mr. Robert S. Pickens; Mr. Giles F. Sheperd, Jr.; and Mr. George M. Stephens.

On a happier note I am pleased to announce an increase in the number of persons who have joined the Friends during the past year. This is the second year in a row that I am able to report an increase; it is an indication of the strong leadership provided by our Chairman, George London, and the growing interest in the Friends' activities and programs. We now have 339 paying members, and 106 life members, making a total membership of 445.

Last year we saw the official beginning of the Friends' Autumn Program Series, which promised to be quite successful. They were a success, and the Friends continued them this year. The first was a talk on

''Preserving Family Papers,'' given by Dr. Carolyn Wallace, the Director of the Library's Southern Historical and Manuscripts Collection. The second program was called ''Printing and the Private Press.'' It was given by the special collections librarians from UNC-Greensboro and Wake Forest, Emilie Mills and Richard Murdoch. The outstanding success of these programs insures a continuation of the Series. We are indebted to William Schenck, our Acquisitions Librarian, for his management of this program, as well as to Alice Cotten, Helen Miller, and Lynn Miller.

Gifts of major significance have been presented to the different special collections as well as to the main library during the past year. This welcome generosity is reflected in the high number of persons being nominated for Life Membership in the Friends—an indication of the increasing importance and recognition of the Library's role in the University.

I am happy to report that the final plan for the new Library has been completed and approved. We expected that ground will be broken this summer. I am also pleased to report that the plans for renovating Wilson Library as a special collections library are moving smoothly. Your help and enthusiasm have been instrumental in promoting the interest of the Library, and we look forward to your continued support in the future.

Respectfully submitted,

James F. Govan
Secretary

REPORT OF THE NOMINATING COMMITTEE

For *Officers,* the Nominating Committee recommends the following persons:

Chairman—Milton S. Carothers

Vice Chairmen—Mrs. Albert Coates and Michael McVaugh

For *Life Membership in the Friends,* the Committee recommends the following persons:

Mr. Jacques Barzun

Mr. Edward A. Cameron

Mr. and Mrs. J. William Davis

Mr. Howard Holsenbeck

Mrs. James T. Igoe

Mr. and Mrs. William Porter Kellam

Mr. and Mrs. Lewis Leary

Mrs. J. W. McManus

Mr. Archibald Henderson Scales

Dr. Louis DeS. Shaffner

Mr. Wendell H. Taylor

Mrs. Hilda W. Wallerstein

And for *Honorary Life Membership,* the Committee recommends the following person:

Mr. George E. London

Respectfully submitted,

Brooke Allan
Clifton Brock
Mary Morrow, *Chairman*

LIFE MEMBERS OF THE FRIENDS ELECTED IN 1979

Jacques Barzun

Mr. Barzun is an historian and former university administrator. His interests and writings range from French intellectual history to the music of the Romantic Period. He and Wendell H. Taylor donated their collection of mystery-detective books to the Rare Book Collection. Many of these scarce and unusual books were included in *A Catalogue of Crime,* Barzun and Taylor's famous reader's guide to mystery literature.

Edward Alexander Cameron

Dr. Cameron, Emeritus Professor of Mathematics, received three degrees from UNC-Chapel Hill. He gave The Mary Shore Cameron Collection of Sherlock Holmes to the Rare Book Collection. The collection was compiled by his late wife, a librarian and indefatigable collector. The collection ranks as one of the best in the United States.

J. William and Lucy Davis

Mr. J. William Davis, CLU with Northwestern Mutual Life, and his wife, Lucy, established a memorial collection in honor of their son who graduated in 1973 from UNC-Chapel Hill. The collection is called The Robert Egerton Davis—West African Memorial Collection and supports the Library's collection development in the history and economics of the nations of West Africa, an area that was of importance to Robert Davis.

Howard Holsenbeck

Mr. Howard Holsenbeck is a 1963 graduate of UNC-Chapel Hill. Currently, he is the owner of Holsenbeck Realty, a commercial and investment firm in Houston, Texas. Mr. Holsenbeck has long provided generous support to the Library. His particular interest has been in improving weak areas in the collection. Through his efforts many excellent books in European literature and history have been acquired.

Mrs. James T. Igoe

Mrs. Igoe is the former Head of the Art Department at North Carolina Central University and is currently an editor at the Carolina Population Center, UNC-Chapel Hill. Her scholarship is in the field of Afro-American bibliography. Her donations to the Rare Book Collection include the scarce *Story of Emma* by Julia Frankau.

William Porter and Mary Umstead Kellam

Both Mr. and Mrs. Kellam are native North Carolinians. Long connected with the University they donated to the Rare Book Collection an outstanding collection of Clement C. Moore's "The Night Before Christmas." It was given in memory of their son, William Porter Kellam, Jr., Class of 1950, and in honor of their daughter, Mary Kellam Stanley, Class of 1953.

Lewis and Mary Warren Leary

Dr. Leary, Emeritus Kenan Professor of English at UNC-Chapel Hill, and his wife, a former librarian, donated their collection of books of American authors and library literature to the Rare Book Collec-

tion. The gift is outstanding for its rare first editions of books by writers like T.S. Eliot, Charles Brockden Brown and Washington Irving.

George Elliot London

Mr. George E. London is a native of Raleigh and a graduate of UNC-Chapel Hill. Many organizations in the state are in his debt for his distinguished service. He has been the president of the Raleigh Chamber of Commerce, senior warden of the Church of the Good Shepherd, and president and treasurer of the North Carolina Chapter of the Society of the Cincinnati. He has generously given family papers and books to the Library. His leadership as chairman of the Friends of the Library has made it a vigorous voice for the Library.

Mrs. J.W. McManus

Mrs. J.W. McManus has made generous contributions to the Southern Historical Collection, including the papers of her sister, Dr. Olive Matthews Stone (1897-1977), Alabama native, University alumna, sociologist and professor of social welfare. The papers record Dr. Stone's research, as well as her work with organizations promoting civil rights and other movements.

Archibald Henderson Scales, II

Mr. Archibald Henderson Scales, II, gave to the Southern Historical Collection correspondence and other papers of his father, Alfred Moore Scales (1870-1940), of Greensboro, relating to his activities as lawyer, businessman, and Presbyterian layman. Alfred Scales was also a Democratic party leader, state senator, and president of the North Carolina Commission on Constitutional Amendments, 1913-14.

Louis DeS. Shaffner

Dr. Louis DeS. Shaffner gave to the Southern Historical Collection papers of the Fries and Shaffner families of Winston-Salem, including correspondence and diaries of Francis Lavin Fries, his daughter Caroline Louisa, and her husband John Francis Shaffner. John Shaffner was a Confederate surgeon whose papers portray Civil War military and medical affairs.

Wendell Hertig Taylor

Mr. Taylor is a graduate of Princeton where he taught chemistry. Later he went to Lawrenceville School to head its science department. He is an avid reader and collector of books of mystery and detection. With Jacques Barzun he donated his celebrated collection to the Rare Book Collection.

Mrs. Hilda W. Wallerstein

Mrs. Wallerstein is a native of North Carolina and a member of the Wiel family of Greensboro, which has contributed to the well-being of the Library and the University. Through the generous support of Mrs. Wallerstein, the Rare Book Collection has been able to acquire rare books in the history of science, especially important editions of Lucretius and chemistry.

LIFE MEMBERS OF THE FRIENDS OF THE LIBRARY

Miss Susan G. Akers
Dr. Eben Alexander, Jr.
Mrs. Isaac T. Avery, Jr.
John Burgwyn Baker
Mrs. Marie M. Barrett
Jacques Barzun
Mrs. Edwin Bjoerkman
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James G. Kenan
James Kay Kyser
Mrs. John Labouisse
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Henry B. McKoy
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Mrs. William S. Myers
William S. Newman
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Mrs. Robert S. Pickens
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Eugenia Rawls
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J. Ray Shute
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Mrs. Edward Travis
Madam Eric W. VanLennep
Mrs. H.W. Wallerstein
Willis D. Weatherford
Mrs. Josephine Weeks
Warner Lee Wells
Rev. Richard H. Wilmer, Jr.
William G. Wilson, Jr.
Marion A. Wright

HONORARY LIFE MEMBERS OF THE FRIENDS OF THE LIBRARY

William B. Aycock
William T. Couch
Robert B. Downs
George F. London
Lawrence F. London
Mrs. Pattie B. McIntyre
J. Maryon Saunders
N. Ferebee Taylor

Friends of the Library

The Friends of the Library of the University of North Carolina at Chapel Hill is an organization dedicated to supporting the Library of the nation's oldest state university. As one of the oldest groups of its kind in the country, the Friends has played a vital part in the development of the Special Collections and the general Library. All alumni, faculty, students, and acquaintances of the University are encouraged to continue to support their Library.

Membership is available to all who wish to share in the cultural richness of a great Library and University. Applications for membership may be obtained from:

Friends of the Library
University of North Carolina
Wilson Library 024A
Chapel Hill, NC 27514 USA

Student members pay $5.00 annually; associate members $10.00 annually; sustaining members $25.00 annually; patron members $100 annually. Life Members give $5000 in money, books, or manuscripts.

The Friends of the Library welcomes gifts and endowments. Please address inquiries about membership or donations to the Secretary.

The Friends of the Library

The University of North Carolina
at Chapel Hill

Officers

Editorial Board

The BOOKMARK is published by the Friends of the Library of the University of North Carolina at Chapel Hill. All active members of the Friends receive *The BOOKMARK*. Application for membership to the Friends is available from: The Friends of the Library, Wilson Library 024A, University of North Carolina, Chapel Hill, North Carolina 27514 USA.

FIFTIETH ANNIVERSARY

Southern Historical Collection

1930

1980

U N C

SOUTHERN HISTORICAL COLLECTION

The Bookmark 50

The Bookmark 50

Artist: John Pratten *Copied by Dupree Fuller*

SARAH GRAHAM KENAN

The Bookmark[50]

Southern Historical Collection

1930

1980

UNC

FIFTIETH ANNIVERSARY

SOUTHERN HISTORICAL COLLECTION

Academic Affairs Library • Friends of the Library

The University of North Carolina at Chapel Hill

Anniversary seal designed by
Brenda M. Eagles

Contents

The Southern Historical Collection Anniversary

CAROLYN A. WALLACE

With this issue of *The Bookmark* the staff and friends of the Southern Historical Collection complete a Fiftieth Anniversary Celebration that extended throughout 1980. On January 14, 1930, the Board of Trustees of the University of North Carolina accepted a gift from Sarah Graham Kenan to establish an endowment fund for the Southern Historical Collection and named Kenan Professor J.G. de Roulhac Hamilton as the first director. This gift by Mrs. Kenan and the action by the Board of Trustees provided the opportunity for Dr. Hamilton to pursue his dream of building a great collection of Southern historical manuscripts. The remarkable growth and significant contributions of the Southern Historical Collection, resulting from his efforts and those of his associates and successors, were the theme for the anniversary events.

The first anniversary event commemorated the actual "birthday" on January 14, and in keeping with the uncertain winter weather the celebration was only a small party and exhibit for campus friends. On March 25 the Friends of the Library focused attention on the anniversary at the annual Friends' dinner with distinguished writer-alumnus Shelby Foote commenting on the importance of the Southern Historical Collection and chairman Milton Carothers announcing the allocation by the Friends of funds for the purchase of Southern manuscripts.

October 24 was a special day of celebration, with an afternoon symposium in Hamilton Hall followed by a reception, dinner, and address at the Carolina Inn. The afternoon speakers were the distinguished historians Arthur S. Link and C. Vann Woodward, both of whom hold doctorates

from the University's Department of History and have used the resources of the Southern Historical Collection. Link spoke on the importance of manuscripts for historical research and Woodward on the sources of Southern history. The University Board of Trustees, meeting that afternoon, endorsed the action of its predecessor body in founding the Southern Historical Collection fifty years earlier and extended congratulations on its fiftieth anniversary. After the dinner, James G. Kenan, on behalf of the Kenan family, presented a portrait of Mrs. Kenan to hang in the Southern Historical Collection. Kenan Professor of History and Chancellor Emeritus J. Carlyle Sitterson spoke on the development of the Southern Historical Collection with emphasis on the vision and achievements of Dr. Hamilton.

A few weeks later the University's statewide television system presented on the program, "North Carolina People," a taped interview by President William C. Friday with Drs. Link and Woodward which had been conducted during their October visit to the campus. Throughout October and November the display cases in Wilson Library exhibited manuscripts selected from the resources of the Southern Historical Collection. On November 13, at a program session of the Southern Historical Association in Atlanta, historians of the South heard Drs. Link and Sitterson repeat the papers delivered in Chapel Hill in October.

This publication of the anniversary papers concludes the year of celebration—a time of festivity, of remembrance, and of renewal. For the staff of the Southern Historical Collection, the anniversary also meant a long period of planning and months of intensive preparation, all conducted while continuing normal responsibilities. The celebrations were enhanced and the staff work eased by the interest and cooperation of numerous friends. Members of the Kenan family, especially James G. Kenan and Thomas S. Kenan, III; members of the University and Library administrations, including President Friday, Chancellor Christopher Fordham, Chancellor Emeritus Ferebee Taylor, Provost J. Charles Morrow, Vice-Chancellor for University Relations Rollie Tillman, and University Librarian James F. Govan; members of the Southern Historical Collection Advisory Committee, especially Professors Sitterson, George B. Tindall, Joel Williamson, Louis Rubin, and Chairman of the Department of

History, R. Don Higginbotham; members and officers of the Friends of the Library, especially Chairman Carothers, executive secretary William Z. Schenck, and former executive secretary and editor of *The Bookmark* Paul S. Koda; Dr. Numan Bartley and other members of the Program Committee of the Southern Historical Association; officers and members of the Graduate History Club and the Southern Oral History Program; the news and feature departments of area newspapers; and the staffs of the Library Photographic Service, the University News Bureau, the University Printing and Duplicating Department, and the Carolina Inn all gave splendid encouragement and assistance.

We were delighted to have with us on October 24 members of the family of Dr. Hamilton and of his successor James W. Patton; Director Emeritus J. Isaac Copeland; former staff member Anna Brooke Allan; the daughter of early staff member Sarah Thomas Watters; and numerous benefactors and other friends.

The present director is deeply indebted to Frances A. Weaver for her efforts in the planning and coordination of anniversary events and her editing of this publication, and to all of the former and present staff members of the Southern Historical Collection who during recent years participated enthusiastically and creatively in a multitude of preparations.

In the last fifty years the Southern Historical Collection, beneficiary of the dedicated interest, support, and contributions of many people—administrators, staff, and friends—has become one of the major manuscript repositories in the United States. That same sustaining support was abundantly evident throughout the anniversary year. Its continued manifestation will enable the Southern Historical Collection to continue its service to scholarship in the University, North Carolina and the South.

Speeches at the Southern Historical Collection Symposium

Introduction of Arthur S. Link

GEORGE B. TINDALL

Our first speaker today, like our second speaker, is a man who *needs* no introduction. But like our second speaker, he is not going to be so lucky as to get off without one. Some things about Arthur Link are sufficiently well-known that I think I need not dwell on them, but I do want to mention a few things that may be less well-known. Nothing scandalous, I regret to say. I set my spies on his trail in hope of finding some titillating tidbit with which to enliven this occasion, but my spies all report that he leads an exemplary life. The worst I could find out about him was that he seems to be dangerously accident prone. So much so that he is getting to be as well-known in orthopedic circles as he is among historians.

But so far Arthur Link is *best* known, I suppose, as the person who has now lived with Woodrow Wilson longer than any other person, living or dead, with the exception of Wilson himself. And Link is fast closing the gap on that record, too. Among the many books, articles, and essays that have grown out of this strange obsession, either directly or indirectly, two monumental items stand out: the multi-volume Wilson biography, now up to five volumes, and *The Papers of Woodrow Wilson,* now up to thirty-four volumes with several more almost ready for the press.

Early in his career, Arthur Link taught at our sister institution, then North Carolina State College, where his department chairman at the time was James W. Patton, later the second director of the Southern Historical Collection. But most of his teaching career has been at Northwestern and Princeton, where he now has the unique title of George H. Davis '86 Professor of American History. He has served also as Harmsworth Professor at Oxford and as Commonwealth Fund lecturer at the University of London. He has received the Bancroft Prize and he has served as president of the Southern Historical Association, among many other things.

The list of honors and achievements goes on at too great a length for me to recite them here. On this occasion it is more appropriate to dwell for just a moment on some local connections of one of this University's most devoted sons. Arthur Link, like Wilson, was born in Virginia and spent a good part of his youth in North Carolina. He arrived here as a freshman in 1937, the same year Vann Woodward was graduated with the doctorate. He went on to earn the A.B. (with highest honors in history), the M.A. and the Ph.D. The thorough-going quality of his scholarship manifested itself early in his undergraduate honors thesis, "A History of the Buildings at the University of North Carolina," 286 pages in length no less, which is still frequently consulted (they tell me) in the North Carolina Collection. But several new buildings have gone up since you left, Arthur, and you need to hurry back and update that document.

I am proud to say that I share with Arthur Link his great good fortune in having had Fletcher Green as his mentor. It was in Fletcher Green's seminar that he entered on what has turned into a lifelong vocation of Woodrow Wilson. The seminar led in turn to a master's thesis on the Wilson campaign in the South and a dissertation on the election of 1912 in the South, and that in turn to the biography of Wilson, and all that has followed.

While he was getting that work under way, young Link got support from the Institute for Research in Social Science and, as a graduate assistant, prepared a preliminary bibliography for Rupert Vance's work on volume ten of the Louisiana State University *History of the South.* When, a few years later, the pressure of other commitments forced Vance to give up that assignment, I had the privilege of inheriting authorship and a great quantity of materials already gathered by Vance, including the Link

bibliography. Today I want to do something I shamefully neglected to do in *The Emergence of the New South,* and that is publicly to acknowledge my profound gratitude to my former graduate assistant, Arthur Link.

Given the special occasion today, and the subject of his remarks, it is all the more appropriate that our first speaker comes to us as the immediate past president of the Association for Documentary Editing. It is with pleasure and with a sense of privilege that I present Professor Arthur Stanley Link to speak on "The Historian and the World of Documents."

The Historian and the World of Documents

ARTHUR S. LINK

I feel very honored and privileged to participate in this celebration of the fiftieth anniversary of the Southern Historical Collection. It goes without saying that this great repository has been for the past half century a treasure trove for most persons doing research in the history of the United States, and particularly in the history of the American South. It is a significant fact that the ideas behind great institutions such as the Southern Historical Collection usually originate in the brains of single individuals. Great things rarely come out of committees, and, when they do, aggressive and daring persons have been responsible for them. So it was in the case of the Southern Historical Collection. It was conceived in the brain of J.G. de Rouhlac Hamilton. He had the vision of a great regional repository dedicated to the collection and preservation of documentary materials relating to the history of the South. But Dr. Hamilton had more than the vision; he had the energy and the determination to make his dream a reality, and he did so almost single-handedly. He was already a legend when I came to Chapel Hill, and the stories were myriad about his going about in his A-model Ford (or whatever it was), searching attics, and returning to Chapel Hill with boxes of plantation records. But Dr. Hamilton was more than a legend to me. He was a warm human being, who took the time to inspire in a mere undergraduate his own enthusiasm and love for the documents of history.

So, too, did my great teachers, particularly Fletcher M. Green, Hugh T. Lefler, and Albert Ray Newsome. I remember particularly one of Dr. Green's oft-repeated questions. When I or some other student would make some profound statement, he would invariably reply, "Very in-

teresting, but what is your evidence for that statement?'' Under his guidance, I began my own research in the world of documents in the Southern Historical Collection in 1941.

Most of the documents in the Southern Historical Collection are written or printed on paper. But documents come in all sizes, shapes, and forms. Some, such as the huge collection of Gnostic writings from the first to the fourth centuries A.D., found in a cave about forty miles from Cairo some years ago, are written on papyri, which, obviously, is a good deal more durable than most of the paper produced today. Other documents, such as the Dead Sea Scrolls and most manuscripts from the medieval period, are written on vellum, which is vastly superior for lasting quality to any paper ever produced. Some documents are carved on stone, such as the hieroglyphics and pictographs, without which we would know virtually nothing about ancient Egypt, or the thousands of inscriptions carved on Roman arches and monuments. For example, Trajan's Column tells us more about the Roman conquest of Dacia than all the extant written documents of the early second century A.D.

Whatever their physical character or the language in which they are written, documents are the most important things among all our possessions, for they are the main instrumentalities by which one generation passes on the accumulated knowledge of the past to succeeding generations. Oral histories and traditions may suffice for simple societies, but documents are absolutely indispensable for the transmission of knowledge in literate civilizations.

A few examples will have to suffice to emphasize the supreme importance of documents in the development of our own western civilization. Those unknown scholars who, probably during the eighth century B.C., put Homer's *Iliad* and *Odyssey* into writing, gave the world not only its first great literature but also gave Greece, indeed, the entire classical world, a common language, literature, and tradition. The discovery of the Books of the Law in the Temple in Jerusalem during the reign of good King Josiah in the early seventh century B.C. inspired the transformation of Judaism and its preservation and development into a well-defined religion during the Babylonian Exile. St. Jerome, in the late fourth and early fifth centuries A.D., gave to the western world the most important document that it has possessed over the span of all the centuries—the

Vulgate, or Latin translation of the Bible. Martin Luther's translation of the Bible not only enabled Germans to read the Scriptures in their own language; Luther also gave Germans a common language for the first time. For centuries a single document—the King James translation of the Bible—shaped the language and even the very ways of thinking of the English-speaking world.

In the western world, we treasure documents because, without them, we would have no culture or civilization to speak of. We treasure them for another reason—because, from Magna Carta, the English Bill of Rights, the Declaration of Independence, on down to the "Letter from a Birmingham Jail," documents have recorded the noblest strivings of men and women for freedom.

I think that we, as Americans, can take pride in the fact that the collection and preservation of historical documents is more extensively and better done in America than in any other country. I make this observation on the basis of the research that I have done, not only in Europe, Great Britain, and Japan, but also in South America. Moreover, in the United States, in contrast to the rest of the world, we spend millions of dollars a year in the support of scholarly projects dedicated to the discovery, collection, and editing of the papers of great American men and women and the documents relating to important political, social, cultural, religious, and other movements in our history. And the hundreds of volumes produced by historical and literary editors during the past thirty years, taken all together, constitute the greatest scholarly achievement in American history and literature during the past three decades.

Permit me to interject a word of warning here. The great enterprise of the scholarly editing of documents is relatively new in this country and lives in constant danger of attrition or extinction on account of lack of proper funding. The pioneer and major funding agency for historical editing projects is the National Historical Publications and Records Commission, which President Truman brought to life in 1951. Congress has not increased the appropriation for that life-giving agency one penny since 1975, which means that the NHPRC now has available for distribution about one half the real dollars that it had five years ago. And the increases for the National Endowment for the Humanities, which also supports many literary and historical editing projects, have been niggardly at best

during the past five years. Even the State Department's series, *The Foreign Relations of the United States*—long hailed as the best of its kind in the world—has been seriously crippled on account of inadequate funding by the richest government in the world.

All of us, not merely historians, live in a world of documents. But archivists and historians live, or should live, more in that world than other persons. Let me say a word about archivists and librarians. They are the unsung heroes of the historical profession. We scholars take them for granted and know very little about the indispensable work that they do in collecting and preserving documents and making them available, or the problems that they face in obtaining money for proper staffs, space, and equipment. I want to express my gratitude to archivists such as Carolyn Wallace and her staff. In editing the Wilson Papers, we have sought the help, literally, of hundreds of these members of the oldest historical profession. There is no way in which we could have got out our volumes without their help. And in every single case, from reference librarians in small-town libraries to archivists in the National Archives, that help has been forthcoming, quickly and cheerfully.

The historian is the one person who lives most particularly in the world of documents. Or at least he should do so. There are all kinds of historians, and some of them, such as Frederick Jackson Turner, Charles A. Beard, Walter Prescott Webb, and Henry Steele Commager, have made well-deserved reputations primarily because they were great interpreters of history, not prodigious researchers. But works of history, whether narrative, analytical, or what have you, are good to the degree that they are based upon documents—the raw materials of history and the stuff of life for historians.

This is obviously true, is it not? And yet I dare say that not five per cent of professional historians do any documentary research and writing based upon such research after they have completed their doctoral dissertations. How often have we had the dreary experience of reviewing books from which we learned absolutely nothing. The authors in these cases had simply cannibalized the secondary historical literature of their subjects, much of which was not good to begin with.

My advice to my young colleagues is to immerse yourself in your particular world of documents. Live in that world. Honor your documents

by learning to do what few historians ever learn to do—learn how to read your documents. Documents are full of the stuff of history, but often the information you seek lies hidden beneath the words and defies you to discover its meaning and significance. Neglect nothing. Often the clue, the key to understanding, will appear in a hitherto neglected document or even a phrase.

But research is not enough. Keep your mind open to documents that upset all your preconceived suppositions. Follow your documents wherever their evidence takes you. For only thus can you be true and faithful interpreters of the past.

Now, I think that it is obvious from what I said at the beginning that the title of my paper is somewhat misleading. The world of documents is truly a universe of documents. To carry the metaphor further, there may be a sun and planets in this universe, but I have neither the brashness nor the knowledge to say what kinds of documents constitute the sun and what are the planets.

In any event, my own world of documents has been the documentary world relating to contemporary history, and it is about this world and some of the problems of doing research and writing in contemporary history that I want to talk during the balance of my time this afternoon.

I might add that these remarks are not irrelevant on this occasion. We usually think of plantation record books, antebellum diaries and letters, and the like when we think about the Southern Historical Collection. Actually, of course, the growing part of its holdings among its more than 7,000,000 documents relates to contemporary history. For example, it holds two of the most important collections for the Wilson period—the papers of Edwin Yates Webb and Claude Kitchin.

Some historians have staked out very large boundaries, indeed, for contemporary history. It is, they say, the sum of all the events, forces, and ideas that have worked together to produce the world in which we live. These scholars realize that their definition is too broad, indeed, that it is nothing less than a definition of history itself. Thus they have tried to delimit the field by finding the turning points at which the contemporary world came into being. To many of them, contemporary history begins in the 1860s and 1870s, because, they say, this was the period that saw the emergence of our modern industrial society. It was also the period that

saw the explosion of all the forces that would combine between 1914 and 1945 nearly to destroy European civilization and to create the new and perilous postwar international order in which we live.

There is much to be said in behalf of a definition that anchors the field of contemporary history to its foundations, as the foregoing one attempts to do. However, I prefer and will make a simpler definition and say that contemporary history is that part of the past still within the fairly vivid memory of living men; let us say, since this is the year 1980, the period since Woodrow Wilson and the First World War. Such a definition at least obviates what would otherwise be an endless debate over the relative importance of turning points. It also avoids the danger of defining an historical epoch in narrow geographical and cultural terms, that is, of focusing on the Atlantic world. Most important, it is the literally true meaning of the term "contemporary history."

Disagreement over the boundaries of the field aside, all contemporary historians would, I am certain, agree that they face problems that seem staggering, if not insuperable. There is, to begin with, the central fact of the complexity and incredibly fast tempo of the developments of the contemporary past. These combine to compound the problems that historians of earlier epochs have to deal with. This is not to say that historical complexity and rapidity of change are anything new. It is simply to say what seems to be incontrovertible—that complexity and change have operated since the First World War in such a way as to create virtually new problems for contemporary historians.

As for complexity, there is the fact that it is not possible for the contemporary historian to be concerned with the locality, region, or nation-state, or with any single aspect of development in them. It is quite possible for historians of the nineteenth-century United States to be mainly if not exclusively concerned with domestic events—for example, the westward movement of the frontier, problems of sectional controversy, and the transportation and industrial revolutions. It is possible for historians of nineteenth-century Europe to write largely about European domestic developments and expansion overseas, in fact, to view the nineteenth century as largely Europe's own. The contemporary historian lives in and writes about a vastly different world. It is one marked by the decline of western Europe and the emergence of two superpowers and by great

movements and events that interplay across oceans and continents and impinge upon local developments in a remarkably intimate way.

This is obviously true if the contemporary historian is concerned with the wars, revolutions, and economic developments that have convulsed the globe since 1914. But it is true almost as much of the contemporary historian concerned only with nation-states or their subdivisions. To cite only one example, Guion Griffis Johnson published *Ante-Bellum North Carolina: A Social History* in 1937. In this pioneering, even monumental, work Dr. Johnson was, quite properly, interested only in local, social, economic, and cultural developments in a state that was largely isolated from the rest of the United States and the rest of the world. What kind of social history of North Carolina since 1914 would Dr. Johnson write? Certainly one giving close attention to the impact of two world wars, the New Deal, the Cold War, the national Civil Rights Movement, and other such developments upon North Carolina.

To aggravate the problems of the contemporary historian, there is the additional fact of the tremendous acceleration in the processes of historical change that has occurred since 1914. Looking back, one might say that the rate of historical change was arithmetical from the Middle Ages to the eighteenth century and geometrical during the eighteenth and nineteenth centuries. We will have to invent a new adjective to characterize the pace of historical change since 1914: perhaps the word "exponential" will do.

If a realization of the complexity, geographical scope, and rapid movement of historical events of the contemporary period does not cause the contemporary historian to wonder whether he took leave of his senses when he entered the field, then a look at the mass of documents with which he will have to deal will surely do so. This accumulation, which has been increasing at an unbelievable rate since the First World War, has created problems even more serious for archivists than for researchers. Libraries everywhere creak and groan under the weight of those blue storage boxes. A large part of the new Madison Library, the largest library building in the world, has been set aside for the use of the Manuscript Division of the Library of Congress. It will soon be filled.

For the contemporary historian, the problem, of course, is to know how to break into and find his way among what seems at first glance an impenetrable mass. The secondary literature on contemporary history is

formidable enough. However, it is small by comparison to the mass of the *printed* records of contemporary history. Consider, for a moment, what an historian who undertakes to do research on a comparatively small topic—American public opinion on the Eighteenth Amendment in the 1920s—will find among the printed contemporary records when he begins his research. He will straightaway discover that there are now some 10,000 American newspapers, many of which were published in the 1920s, available on microform. After this good beginning, our industrious scholar will encounter the voluminous periodical press of the 1920s, and particularly the several hundred church weeklies and monthlies which played a leading role in the controversy over Prohibition. Then the researcher will find books, tracts, and pamphlets by the thousands, intermittent reports by congressional committees, and other such materials in profusion.

Another difficult problem for the contemporary historian is learning how to deal with the great mass of unpublished public documents, investigation of which usually constitutes the researcher's most important task. This problem varies in magnitude from country to country. In large parts of the world, for example, the Soviet Union, China, and most of Latin America, there is no problem at all because public documents for the study of contemporary history either do not exist, or else archivists do not know what records are stored in their repositories, or the governments involved, most particularly those of the Soviet Union and China, simply will not permit western scholars to get near their official archives. In contrast, the governments of all other major powers, including Japan, generally follow the policy of opening official archives thirty years after the date of their composition.

This problem of coping with the mass of public documents is most awesome in the United States. I think that it can be safely said that the volume of official records in this country far exceeds the mass available in the rest of the world combined, Great Britain excluded. There are, literally, tons of official records in the United States of all kinds—local, state, and national. In our research for *The Papers of Woodrow Wilson,* for example, we have thus far gone through at least 3,000,000 documents in the National Archives, the Library of Congress, the Public Record Office, and most state archives, including of course, the North Carolina Division of

Archives and History. And our search continues, since the documents that are already in our files, once they are assembled for a single volume, refer to documents that we do not have and must obtain. And our search has taken us to public repositories from Ottawa to western Europe, and to Japan.

And yet I have not mentioned the contemporary historian's most difficult problem in working in his world of documents. It is the problem of knowing how to break into and gain some measure of control over the thousands of large collections of private and semiprivate papers stored in the Manuscript Division of the Library of Congress, university libraries from coast to coast, and in great regional repositories such as the Southern Historical Collection and the Wisconsin Historical Society. For example, and again speaking from personal experience, for the Wilson Papers we have already searched more than 700 private collections, and this search, too, continues.

I am not talking only about the obviously important presidential collections. The Library of Congress owns twenty-eight such collections. And, since Franklin Roosevelt's day, the proliferation of so-called presidential papers has become so horrendous that it has been necessary to construct libraries for each president in order to house the tens of millions of documents in their collections. There simply was not room enough for them in the Library of Congress. I am also talking about the papers of all kinds of people—not only cabinet members, senators, and congressmen, but also university presidents and professors *(mea culpa!)*, editors, corporations, businessmen, and so on. Never in history have a people written so much and thrown so little away! And it is well that this is true, in spite of all the problems that this passion for saving papers creates, for oftentimes what might seem to the uninformed researcher to be a minor collection will contain documents of monumental significance. Howard W. Odum was never president of the United States or even governor of North Carolina. But all of us here know Dr. Odum, among others, such as Frank Porter Graham, played a much more important role in the modernization of the South than most presidents and governors.

And yet there is another side to the picture. Contemporary historians face the additional hazard of being unable to gain access to what are often indispensable manuscript materials. It is, for example, impossible to write

any authoritative and objective history of the Cold War because of the paranoid secretiveness of the Soviet bureaucracy. Even in the United States, there are major problems because of the caprice of individuals. As is well known, the American officeholder usually takes his papers, official as well as private, with him into retirement. They are part of the spoils of office, to be enjoyed not merely by the former officeholder but by his or her heirs as well. The result of this practice has inevitably been the loss, destruction, or suppression of some of the most vital manuscript materials for the study of American history.

For example, William Jennings Bryan and Robert Lansing walked off with their confidential files when they left office as Secretary of State. Bryan gave half of his files to his chief clerk as a memento and the other half to members of his family. The first half were recovered in 1947 only because the widow of the chief clerk had the good sense to realize that the papers did not belong to her. And, believe it or not, the Bryan family put the second half up for sale at public auction in four lots in 1972. The Library of Congress was able to buy them at a reasonable price only because the manuscript dealers agreed that those priceless papers, which included hundreds of letters typed by Wilson on his own typewriter, should be kept together in a public repository. And we recovered the contents of Lansing's most confidential file only because I succeeded in convincing Lansing's heir, Allen Dulles, that they were in fact public papers and that it would be a crime to destroy them.

The recent decision by the Supreme Court in the Nixon Papers case did not and will not avert the danger of willful destruction of public papers by individuals or their heirs. Despite all the evidence which proved that most of the papers of any president or of any other federal officeholder are in fact public property—that is to say, they are generated by the expenditure of public funds and can in no way be considered to be *personal* papers—the court ruled in its decision on the very narrow ground that Nixon had to relinquish control of his papers and tapes because they might contain evidence necessary for criminal prosecutions. The members of the Supreme Court have been the worst offenders in the destruction of their papers. They well know that a general ruling to the effect that official papers are in fact public property would apply to them as much as it would to presidents. And we can certainly expect no relief by way of legislation by

Congress. Congressmen and senators amass their papers by the use of large staffs of assistants, all of whom are on the public payroll. But it is too much to expect congressmen and senators, who often piously proclaim that presidential collections are public property, to apply the same rule to themselves.

Thus far, I have dwelt upon only the most obvious physical problems that confront students of contemporary history. They face others different in nature and sometimes more difficult to overcome. There is, first, the situation in which the contemporary historian finds himself and which he cannot change by all the research and the best intentions in the world—the fact that, if he is writing very recent history, he is in the mainstream of the events about which he is writing and cannot, therefore, ever obtain a true perspective of them. He can see the beginning but not the end; and he can never be certain that he can see the culmination even if it has occurred. In addition, the contemporary historian is prey to all the influences that corrupt the integrity of scholars in modern times. He has often lived through and participated in the events about which he is writing; he has, consequently, often formed emotional attachments to individuals and causes that run deep into the subconscious. These attachments and predilections work in subtle ways to tempt the contemporary historian to distort the record of the recent past. The gravest menace is that most virulent disease that can affect the historian of any epoch, namely, the nationalism that can corrupt totally.

Thus far, I fear, what I have said would seem to point to the conclusion that it is impossible to write any good contemporary history at all! I do not think that I have exaggerated the difficulties of research and writing in this field, and it would be fatuous to ignore them. They are in many respects different from the problems that historians of earlier times face. But I doubt that they are any more formidable in their totality than the problems that all historians confront. If the contemporary historian has to cope with a period that has witnessed a vast acceleration in the rate of historical change, he also enjoys the advantage of working in a chronological period that is relatively brief, as compared to a historian, for example, of ancient Greece, of Imperial Rome, or of the Middle Ages. Thus the contemporary historian is able to concentrate his research with remarkable intensity.

Even the task of breaking into the huge mass of the documents of contemporary history is not nearly as formidable as it might seem at first glance. To begin with, no contemporary historian, at least no sane one, will set out to master *all* the primary sources available for the period since 1914. He will do a specific piece of research. If his work takes him mainly to newspapers, he will soon discover that the indexes of the major newspapers, such as the *New York Times,* the London *Times,* and the *Wall Street Journal,* provide a helpful guide through the entire labyrinth, and that he will quickly reach the point of diminishing returns in research in newspapers. He will find that the seemingly impenetrable mass of official documents, such as the records of the Department of State, has already been brought under magnificent control by the departments that used them in their own day-to-day work, and that research in these sources is in fact the easiest work that he will have to do. If he works in presidential libraries, he will find that the staffs of these institutions have spent years, and still spend most of their time, cataloging to provide relatively easy access to the important presidential files. The researcher, for example, will not have to read all the million-odd postcards and letters written to Franklin D. Roosevelt after each of his fireside chats. Most important, as I have said, the researcher will enjoy the help of the staffs of libraries and repositories. They spend much if not all their time arranging and cataloging the collections under their care in order to make them usable by researchers.

If the difficulties of work in contemporary history are great, then greater still are the opportunities and rewards. There is, first of all, the reward of the excitement that comes from the discovery of new materials. I do not mean to denigrate the importance of work in older fields of history, for some of the most important work in American history, for example, during the past two decades has been done by social and economic historians of the colonial and antebellum periods. Even so, it is the contemporary historian who works virtually all of his time on the frontiers of historical knowledge.

If I may be pardoned a personal reference, I have many times experienced the excitement that comes from being the first historian to see important bodies of new historical evidence. I will give only one example. Before I began the research on the third volume of my Wilson biography,

which covers the first year of the First World War, we knew next to nothing about the dynamics of British policy toward the United States from 1914 to 1917—the period of American neutrality during the war—or, for that matter, we knew virtually nothing about the reactions of British leaders to Wilson's policies. I was foreclosed from doing research in the records of the British Foreign Office, because the British government then followed, very strictly, a fifty-year rule regarding research in official records and also in the important private collections stored in the Public Record Office. So I wrote to all the heirs of British statesmen prominent during the period of the war and asked their permission to use the papers of their recent ancestors. I received a number of favorable replies and did gain access to a number of important collections, such as those of Joseph Chamberlain and John Maynard Keynes. But the great breakthrough came in a letter from Sir Maurice Bonham-Carter, the literary executor of Herbert Henry Asquith, who had been British Prime Minister from 1908 to December 1916. Bonham-Carter said that the Asquith Papers were in the Bodleian Library at Oxford, that there was nothing in them, but that he would be happy for me to look at them if I wanted to waste my time. With the help of the Keeper of Manuscripts, I found the Asquith Papers in the tunnel between the old Bodley and the new Bodleian. They were stuffed, completely unarranged, in about twenty large steel trunks. Naturally, I went through every trunk carefully. And I found, unfolding before my eyes, the complete record of the British cabinet and government, to say nothing of a vast quantity of private and semiofficial materials, for the period 1914 to 1916.

I felt very much as Heinrich Schliemann felt when he discovered the golden face masks while excavating the royal tombs at Mycenae and sent a telegram to the King of Greece which read: "I have looked upon the face of Agamemnon." I did not send a telegram to anyone. Indeed, I said nothing about my discovery to anyone in England, because the Keeper of Manuscripts at the Bodleian, in permitting me to see the Asquith Papers, and I, in publishing large portions of them once I had returned to the safe soil of the United States, had violated what was then the law of the United Kingdom!

Contrary to conventional wisdom, I think that people do really learn lessons from history. And in the didactic function of history, the contem-

porary historian's task is crucial, even indispensable. His is the duty of preserving the records and clarifying the memory of things recently past, a memory which, if dead, would make it impossible to carry on consistent or even viable governmental policies. For example, it is absolutely necessary for historians to keep hammering home the point that all the important policies and achievements and mistakes in the field of foreign policy since the Second World War have been bipartisan in character. There have been no Democratic policies and no Republican policies toward such important subjects as détente and an arms-control treaty with Russia, or relations with China, NATO, or the Middle East. Now, there can surely be partisan foreign policies and bitter disagreements, but that is the road to disaster, such as we took in the 1930s in failing to unite to meet the menace of aggression in Europe and Asia.

Finally, the contemporary historian has the duty to serve as best he can as part of the collective conscience of the society in which he or she lives—and, it is to be hoped, the most vocal part. Contemporary historians not only wrote a pretty nearly definitive history of the Vietnam War before it was over; they also played, I think, the crucial role in convincing the great majority of makers of opinion and policy that the involvement of the United States in a civil war in southeastern Asia was a ghastly mistake. Contemporary historians have also not only written about all that we will ever know about the Watergate scandal; they have also painted the moral of the consequences of overweening arrogance and contempt for the law in high places.

Let me say again what a pleasure and honor it has been to participate in this happy celebration. Long may the Southern Historical Collection grow and prosper! May it continue for another half century to help to preserve the precious memory of the past. And all honor to James W. Patton, J. Isaac Copeland, and Carolyn Wallace for carrying on the work that Dr. Hamilton began so arduously and successfully more than fifty years ago.

Introduction of C. Vann Woodward

JOEL WILLIAMSON

It is my very great pleasure this afternoon to introduce Professor C. Vann Woodward. It is my pleasure not only because of my admiration for Professor Woodward as a scholar and my affection for him as a person, but also because the occasion is the celebration of the Fiftieth Anniversary of the establishment of the Southern Historical Collection.

Professor Woodward is a native of Arkansas, attended Emory, took his doctorate here at the University of North Carolina, and was a naval officer in World War II. During most of his professional career, he has served on the faculties of the Johns Hopkins and Yale universities. He is the author of many books, beginning signally with *Tom Watson: Agrarian Rebel,* and including *Reunion and Reaction, The Origins of the New South, American Counterpoint,* and *The Strange Career of Jim Crow.* The latter book opened the field of the history of race relations in America and has given employment to more historians than, say, *Uncle Tom's Cabin.* It could not quite be said to Vann Woodward in regard to the Civil Rights Civil War, as Lincoln said to Harriett Beecher Stowe in regard to the first Civil War, that he was the person who started this great war. But he certainly contributed mightily to its start and its prosecution. Martin Luther King aptly labelled *The Strange Career of Jim Crow* the historical Bible of the Civil Rights Movement. Insofar as historians were involved, the Civil Rights Movement did begin in a very real way with C. Vann Woodward in the Southern Historical Collection in the middle of the 1930s. Vann Woodward came to Chapel Hill in that decade in a very large measure because the Southern Historical Collection contained a massive collection of the

papers of Tom Watson, the Populist leader, and he was determined to do a study of that man. The study became his dissertation and his first book. There is a lot of Tom Watson in *The Strange Career of Jim Crow,* and much of that is the Tom Watson that Vann Woodward knew in the Southern Historical Collection.

The Civil Rights Movement in the writing of history, then, had beginnings in the Southern Historical Collection in the 1930s with C. Vann Woodward doing Tom Watson. It continued there in the 1940s with, first, Vernon Lane Wharton, doing for his dissertation, the Negro in Mississippi during the generation after emancipation, and then with George Brown Tindall doing the Negro in South Carolina after Reconstruction. It now appears almost inevitable that in the late 1950s a certain historian of slavery at Berkeley and one of his graduate students, who happened to have been born and reared in South Carolina, should choose as a dissertation topic the Negro in South Carolina during Reconstruction and thus build out from the bastions that Wharton and Tindall had established. Having chosen the topic, it *was* inevitable that he should come to the Southern Historical Collection planning a long visit. Kenneth Stampp, his mentor, had spent a year here researching *The Peculiar Institution.* Unfortunately, he chose to live that year in Carrboro, thus forever damaging his capacity for impartially judging Southern white character. Nevertheless, Kenneth Stampp learned the charm of breathing deeply and long amid the manuscripts in the Southern. *The Peculiar Institution* exhibits that point, and so too does the flow of his students who followed him here, not for a stay of a few days or weeks, but rather for months and years. He sent Joel Williamson here, he sent William Freehling here, he sent Robert Starobin here, and most recently he sent James Oakes. Shortly, his Pulitzer-prize-winning student Leon Litwack will be here. And so too of Professor Woodward. His students have come to the Southern, and they have enriched our lives, first by showing us richly graceful characters that must explain their association with him, and then by the superb scholarship that has marked their work. Willie Lee Rose, Sheldon Hackney, John Blassingame, Tom Holt, and a score of fine folk have come to us by his direction.

During the last half-century, the study of slavery, the study of black history, the study of race relations, all so integral to the Civil Rights Civil

War, all so integral to the progress that has been made toward racial equity in America, have come in a major way out of the Southern Historical Collection. For those of us who have labored in this vineyard, it is our perennial treasure. In those letters and diaries there is an intimacy with the past that has no parallel. That intimacy attracts the truest scholars and gives power to their works. Vann Woodward was one of the very first upon that ground. With something akin to flashing intuition, something that works in history much like Faulkner works in literature, he was the first to discern the reality that made the shadow. He was the first to see clearly that behind living memory there had been a history of race relations in the South—that things had not always been the same, that black people could be free without white people losing their freedom, that there could be racial equity in a broader, more tolerant, and still true Southern world. And we have all since worked from that time and from that thought.

There is a nearly poetic roundness in these proceedings today. The Southern Historical Collection brought C. Vann Woodward to Chapel Hill nearly half a century ago, and it has brought him back again today. It is a Chapel Hill much changed from the one to which he came. Chapel Hill is more free, for white and for black, and it is more free in a significant degree because of the work he did here and the work he has done since he departed. We are grateful for both. It is, thus, with great pleasure that I introduce Professor C. Vann Woodward who will speak on "The Sources of Southern History."

The Sources of Southern History

C. VANN WOODWARD

Both of the nouns in the title of this paper, "sources" as well as "history," have more than one meaning. It is only fair to say at the outset that I shall use both words in different meanings. That is, "history" will refer not only to what historians write, but also the events and developments they write about; and "sources" will refer not only to the documents that the historians use and cite, but also to the origins of both the documents and the historians.

My own consciousness of such distinctions is probably heightened by personal experience. Although I was born, bred, educated, and trained in the South and chose the history of the South as my field of study, it happened that I have pursued my career for all but the beginning years in other regions. These included the West Coast in California, the eastern seaboard in Maryland, and New England in Connecticut. I have, of course, regularly returned to my "sources," documentary and otherwise, for research and for visits, but not to teach or write. This experience, I believe, has served to sharpen my interest in the effects that regional origins and residence have had upon Southern history and historians.

For a sample, I will start with the graduate students I have been primarily responsible for training during the last four decades. Nearly all of them have written on some aspect of Southern history. They divide about equally between those of Southern and those of non-Southern origins or identity, though a majority received their undergraduate as well as their graduate education outside the South. For many of the non-Southerners their plunge into Southern archival centers and collections,

such as the one at Chapel Hill, was their first venture below the Mason and Dixon Line and, quite apart from their researches, an essential part of their professional education. Those bred in the South were generally easier to instruct about the subject. There was much you did not have to tell them, black or white. They may have enjoyed other intangible advantages as well—a readier flow of adrenaline, perhaps, when the going got tough and their notes made no sense. Or the pull of personal or family identification, ancestral voices and commitments deeper than professional concerns.

But these intangibles of heritage and nativity would have to be weighed against equally intangible stimuli peculiar to the non-Southerner—the strangeness of the exotic and the wonder of discovery, for example. Discovery can be as exciting as rediscovery. Otherwise that night-long dialogue in Faulkner's *Absalom, Absalom!* between Quentin Compson of Mississippi and Shrevlin McCannon of Canada could scarcely have been sustained in the iron New England dark. You will recall that Shreve the Canadian is as fascinated by the mystery of Sutpen and the murder of Charles Bon as is Quentin the Mississippian, though Shreve, lacking the deadly personal involvement of Quentin, treats their reconstruction of the past as a game. "Let me play now," he would say, as he jumps in with a new hypothesis and brings to bear the new questions and perspectives of an outsider. The reconstruction of the past as a dialogue between insider and outsider gains in richness, depth, and added dimensions. Southern history left entirely to Southerners would be a poorer thing. It is livelier as a dialogue than as a monologue.

Any correlation between the quality of the work these students have produced and the regional identity of the writers would be hazardous. My sample, after all, is small and probably skewed. Looking down the shelf of thirty-odd books of theirs that originated as dissertations, however, I do detect discernable differences in character—whatever the quality—that relate to regional identity. The non-Southerners tend, as would be natural to assume, to ask questions originating outside the South, questions of their own concerns on which they seek light from a contrasting experience. The Southerners, on the other hand, seem less inspired by outside questions and more concerned with internal ones, less intrigued by universal and abstract themes that have Southern manifestations and more absorbed in the concrete, the particular, and the holistic picture. For both,

however, the tensions between the Quentins and the Shreves (or more typically the Quentins and the Billy Yanks) have been fruitful in many ways.

Traditional issues of regional loyalty, those that identified their fathers and grandfathers, disappeared or were disavowed long ago, and the Southerners are the first to deny their existence. Underlying and largely unconscious differences nevertheless persist, even though unperceived and unacknowledged. They are charged with pedagogical potentialities, and the shrewd teacher will exploit them for his purposes. They can still flush exciting intellectual game from the brush pile and hidden rabbits from the briar patch. When that happens, all the pedagogue has to do is to keep out of the line of fire.

It is time, however, to turn from these limited and personal experiments in pedagogy to broader aspects of professional history. I have had occasion elsewhere to comment on the recent explosion of productivity in the field of Southern history and to point out the unprecedented part that non-Southern historians have played in this remarkable phenomenon. In crude terms of quantity—mere volume of print and paper—I would dare estimate that more has been produced in the last two decades than the entire output of professional activity in the field, which only goes back five decades, before that. Judgments about comparative quality are another matter and would be more controversial, though there are grounds for contending that some improvements in quality have accompanied, though hardly paralleled, the increase in quantity.

The point of significance for present purposes is the large role that non-Southern historians have played in this recent renaissance of Southern historical scholarship. Long indifference or silence in points north, east, and west was suddenly broken by an outburst of activity and a flood of publication that converted a rather quiescent and parochial field into the focus of American history. Economic historians, especially econometricians and other quantifiers, led the invasion, but they were soon supported by social and political historians, ethnic and racial specialists, and were followed by scholars with comparative-history interests and ideological preoccupations.

The reasons for this sudden convergence of national historical interests on the South are numerous and complex. I shall only suggest here that

they coincided with the Civil Rights Movement and with the discovery in the North that what had long been regarded as attitudes, biases, injustices, and social maladies and problems that were peculiar to the South were now nation-wide and seemed concentrated in their own backyards and slums. The standard euphemism or code word for them is "urban problems." But it was the universal consensus that the historical if not immediate origins and causes of them lay in the South. Of course there were other reasons for scholarly interest in Southern themes as well—including the inherent interest of contrast that the dark and starkly dramatic themes of Southern history offered to the monotonous and bland Northern chronicles of progress, expansion, and success. But those attractions of the South had been there all along. Basically it was not the South or its history that awakened the public interest of Northerners, but rather their own social problems and anxieties for which they sought answers and explanations in the South.

Nevertheless the interest and demand were sufficiently compelling to attract some of the finest historical talent of the profession for a time to the neglected field of Southern history. For a period in the seventies the most prominent, influential, and widely-read historians of the South were not Southerners at all, but scholars of other regional identifications. The motives of the best of them were validly professional and serious scholarly interests in the subject. It would be quite unfair to dismiss them as instrumentalists interested only in rationalizing or explaining Northern problems by their Southern origin and fixing blame and moral obloquy on the South for problems and anxieties of the urban North.

In a heavily jocular tone that I assumed was apparent, I once referred to the Northern historians of the South as our "carpetbagger scholars" and even added in the same tone the suggestion that we count our spoons before embracing their findings. I hasten to emphasize that the remarks were made in sport and were not meant seriously. In fact I should like to be known as the first to extend them a cordial welcome. I think their intervention has been the most important thing that has happened to the field and its professional advancement in the last generation. Their contributions have been invaluable. These include the introduction of new and sophisticated techniques of quantification, exploitation and discovery of new statistical sources, opening up new frontiers of social history,

disclosing rich opportunities of comparative history in the multinational span of plantation America, and the posing of new and fruitful hypotheses, provocative questions, and challenging interpretations. Perhaps most important of all has been their emphasis on the neglected history of the third of the Southern population that was black. Afro-American history has been renovated through their efforts. Because of these innovations, challenges, reappraisals, and contributions from the outsiders, Southern history will never be quite the same again. And in my opinion it is well that this is so.

This is not meant to suggest that Southern history, Yankee-style, is the final word on the subject or an adequate substitute for the home-grown product. Southerners, after all, got the renaissance in Southern history well started before the Yankee intervention and have contributed substantially to the revolution in scholarship with homespun innovation and have not been slow in adopting Yankee notions in technology. More important as a justification of the home product are certain little-noted distinctions between insider and outsider in their approaches to the subject. This is perhaps best noted by a closer inspection—in no spoon-counting spirit, by the way—of some of the contributions left us by the visiting scholars.

Take the studies on urban slavery in the South, for example. To be sure, this was a neglected subject, and close study revealed many unsuspected aspects and characteristics of the peculiar institution and why it did not seem to flourish in towns and cities. The first study provoked fruitful controversy, and its main thesis was soon challenged by another monograph on the subject. And so it goes. All very interesting. But the fact remains that fewer than two percent of the slaves of the South ever lived in towns of 8,000 population or more. There were not many such towns. The South was a rural society and slavery a rural institution. The fact that in the North all blacks now live in cities does not change the past. For another example take a recent and very scholarly and illuminating monograph on race relations in Southern cities after the Civil War. This study performed admirable service in correcting oversights of a Southern historian of my acquaintance and was deservedly well received. The fact remains, however, that even in the last decades of the nineteenth century only fifteen percent of the black population of the South lived in cities of 8,000 or more.

A third example is a weighty volume on the history of the black family. With elaborate graphs and statistical data and heavy documentation, this study established beyond reasonable doubt that close-knit black families flourished under slavery and named their children after relatives from generation to generation and that the black family survived in classic nuclear and extended form into freedom and beyond. These findings came as no great surprise to Southerners, black or white. Their main significance lay in the refutation they provided for the well-publicized and influential doctrine of a New York sociologist (later a U.S. senator) that the fatherless or broken black families of Northern city slums owed their deplorable plight to the heritage of slavery and its tradition of matriarchy rather than to the failings of modern Northern society.

Now it is well to have a few fundamentals nailed down, and it is doubtless important to see that the sociological fallacies of New York politicians are exposed. I have no quarrel with that. The point is that these Northern enterprises in Southern history often owe more to Northern than to Southern concerns and have more to do with recent Northern history than with past centuries of Southern history. This is not true of all Northern contributions to the field. It is not true, I believe, of the studies of slavery by Kenneth Stampp or Eugene Genovese or Philip Curtin. Very often, however, social preoccupations, moral promptings, and ideological persuasions of other latitudes and regions have determined the questions—if not the answers—put to Southern history by outside scholars. The answers sought may serve to shift moral responsibility for social injustice from the present to the past or from North to South; to buttress faltering faith in a shaky national market economy and its faltering labor system; to rationalize racial discriminations, reverse or otherwise; to foster needed reform programs or revolutionary fantasies; to bolster racial pride; to unearth sensational "Roots" for fabulously profitable national network contracts; to justify gross inequalities in the regional distribution of wealth and income and a colonial economy that once produced the inequities; or even to lend the sanction of history to ancestral faiths, crusades, policies, and sacrifices of remoter periods—of old unhappy far-off things and battles long ago.

Now comparable abuses of our sacred muse have been made by native historians—of whom more later. But the tendencies ascribed to the non-

native historians have lent an abstract and thematic character to their typical contributions. It is not the whole picture they pursued but the thesis, not the line of narrative but the line of argument. The tendency is to impart an adversarial aspect to analysis, to prove a point rather than to evoke the past, sometimes to confer on the past an honorary contemporaneity—which is the essence of presentism. To sustain an elaborate argument or thesis with graphs or long-term tables of statistics—say on gross national product, or persistence of planter land ownership, or real wages or per capita output—is to smooth over or conceal great irregularities and upheavals of the historical landscape. On the massive paving of statistical throughways we grow accustomed to speeding over the Civil War as if it were not there—a statistical non-event. Right, Left, and Center, each on its own throughway, speed off in different directions, none of them pausing for a glance at battle markers. Of such is the kingdom of those who proclaim the historical continuity of the South.

This is not to suggest that native Southerners are born with any immunity to such heresies. They have, alas, too often proved apt pupils of outside heretics and even initiated a few heresies of their own. But if observation of my own students and my contemporaries and juniors in the profession is any guide, I do find evidence that the Southerners, black or white, are likely to be somewhat less addicted to abstractions and overriding theses, less overwhelmed by statistical blockbusters, less eager to find the answer to distant social problems or confirm foreign world views in their reading of Southern history. They seem somewhat more concerned with the concrete than with the abstract, more fascinated by the specific than by the general. They may be a bit more likely to come to a full stop to read a battle marker. They may be more inclined to turn aside from the theme or hypothesis to contemplate the whole landscape.

If you are looking for the history of a whole state, a whole era of state history, a whole race, a whole chronological period or era of Southern history, to say nothing of one book on the whole history of the region, you will not find it among the shelves of contributions from our non-Southern colleagues in the field, as valuable as they are. I cannot think of one. You will be compelled to rely for such a work on some sectionally biased native. It will have its shortcomings and its parochial slant, but who else would address the whole of the subject for its own sake?

I have spoken at length of historians as sources of Southern history. But when historians themselves speak of their "sources," they mean something that is in a library or an archives—or jolly well should be. Turning to "sources" in that sense, we are confronted in the immediate future with a revolution without precedent that is already facing the librarians and will very shortly overwhelm all scholars who use libraries, including historians. I am, of course, specially interested in how this revolution will affect historians and the writing of history, and particularly in its effect upon Southern history. I think there is reason for concern here.

The library revolution of which I speak is the technological revolution of automation. It has been in progress for years in the back rooms of libraries, where the transition from card catalogues to computers has been in progress. It is now about to move up front into the public catalogue, reading rooms, and reference rooms and to involve virtually all researchers and users of libraries. Already the Library of Congress has announced two deadlines for closing or "freezing" its card catalogue, the first as of January 1, 1980, the second January 1, 1981—both postponed, as it now turns out, but to be carried out in the very near future. When that does happen (probably within a year), it means that the large university libraries of the country will also "freeze" their card catalogues and set up in the public rooms microfiche readers or computer consoles with cathode-ray tubes—the CRT in the new library language. All sorts of unheard of innovations are expected to follow. We have it on good authority that within ten years the majority of libraries will be automated.

Something had to give, and there is an air of inevitability and fatalism among librarians as they recount the insupportable burdens of the old system. The Library of Congress holdings now fill more than 270 miles of shelf space and with 20,000,000 cards in its catalogue, it spends a million dollars a year merely filing new cards. The Yale University libraries cope with more than 34,000,000 cards and file 134,000 new ones a year. When they found that a thousand volumes could be recorded automatically on the head of a pin, they were naturally impressed—more literally, enthralled. Some of them now sketch visions of the near future of libraries and scholars in images that beggar science fiction and "future shock." Ruth Gay, a Yale librarian, suggests "the transformation of libraries into structures resembling airline terminals"—and I assume that includes Yale's

Sterling Library in all its Gothic splendor, with flashing cathode-ray tubes hanging from gargoyles and stone seraphim and cherubim.

I merely report what the supposedly informed say of what they call "trend extrapolation," but with no pretense of capacity to confirm their accuracy. A University of Illinois authority tells us we are now in "the period of transition from print on paper to electronic publication," that, "most existing reference books will be converted from print to electronic form in the 1980s," and "By 2001, publication on paper will be the exception rather than the rule." Lewis M. Branscomb, chief scientist of IBM, informs us recently of "a 12-inch disk of the kind soon to enter the market for home television libraries" on which 3,000 average-sized books can be optically coded, and that 26,000 works—for example every known book printed in English before 1640—could be coded on disks the size of a couple of recorded operas. A vice-president of IBM is authority for the following future shock: "In our present 20th-century world of print and paper, we tend to think of information in terms of documents. In the future our information machines will permit us to enjoy more immediate access to all kinds of information-gathering capabilities. Documents will become only occasional by-products of information access, not the primary embodiment of it." A specialized publication for librarians last year informed them of "a major breakthrough" by the Kurzweil Computer Corporation, which has "marketed a data entry machine that captures and converts existing printed information into computer-readable form." It can read "any type font or combination of fonts whether typeset, typewritten or photocopied," and "convert up to 30 characters per second with a claimed error rate of one in 20,000 characters." So, it is concluded, "high-speed low-cost record conversion for libraries is only a few years off."

A curious fatalism overwhelms Americans in the face of technological innovation. It has been drilled into them like submission to the will of an inscrutable Jehovah was drilled into their fathers. There is no choice between licking them or joining them. You join them or else—and "else" is obsolescence. All of you. For it is not merely the superannuates who are obsolete, but the youngest scholars among you. Submission will not come easy, for it involves the abandonment of generations of habits, skills, and techniques in which we were trained and have trained others. I can already

hear moaning at the bar and anticipate groans from the stacks and carrels and studies and circulation desks and reference rooms. What of all those cherished skills we have relied upon with such solid results, skills of scanning pages, flipping catalogue cards, and the serendipitous payoff of accidental discoveries in the stacks? We septuagenarians may very well get by with resting on our oars of serendipity. (Horace Walpole's word. There was even a Serendipity Club organized at Yale—which I declined to join on the grounds that serendipity was something you did not organize.) But we will all, young and old, have to face up to the electronic revolution in some degree—like it or not. And most of us will not. For all of us are essentially "print-and-paper" people of a bygone era.

But what has all this to do with the sources of Southern history? It is impossible to anticipate more than a fraction of the consequences of such a revolution—which may well be more numerous and complex than those following on the invention of printing. I can only offer a few tentative speculations about its bearing on the writing of history.

For one thing, for all its conveniences and short cuts—in part because of them—I think it will foster the emphasis on abstraction of which I confess suspicions, the abstract and the thematic. Computers are specially fluent and loquacious in digital language and notoriously do things with numbers beyond human capacity. With all those miraculous digits and their higher mathematical manipulation available, the opportunities for paving over the rough irregularities and yawning chasms of history proliferate endlessly—and so do those for papering over differences between human beings and the categories in which they live, whether sections or nations or classes or races or religions or chronological periods of the past. In my speculations I take two established axioms for granted: (1) that whenever something can go wrong, it will; and, (2) whatever is convenient will be preferred to what is inconvenient. Once the computer language is mastered, the retrieval machinery installed, and the data banks filled, their riches and their convenience (along with their errors) will be irresistible. They will be the universally preferred sources, and less convenient outmoded sources, especially any missing from the data bank, will be neglected, overlooked, bypassed. And by no means all the sources of value to the historian are negotiable at the data bank—or machine readable.

Professor Stephen K. Bailey of Harvard points out that electronic retrieval systems "tend to falter at the point where important scholarly work is pressing the frontiers of new knowledge." He continues: "The very nature of creative intellectual work is to raise unprecedented questions. Unprecedented questions are the enemy of existing search and retrieval systems. Retrieval wisdom is conventional wisdom. The business of the mind is unconventional business."

But if all type fonts or combination of fonts from Gutenberg down, whether typeset, typewritten, or photocopied, are indeed already "machine readable," what historical sources remain beyond at least potential retrieval from some data bank? The answer is, quite simply, manuscript sources—the kind that fill such repositories as the Southern Historical Collection at Chapel Hill with millions of documents. The machines may be helpful in cataloguing them. But read them? Never! I defy any machine to read them—not with any tolerable percentage of errors. Not until put into print, and only a tiny fraction ever have been or should be printed. I know that technological miracles never cease, but here I take my stand—perhaps the last stand of the beleaguered humanist. Having just completed the transcription, collation, and editing of several thousand pages of mid-nineteenth century manuscript, I am emboldened in my prophecy.

These limitations of the machine are of special importance for the historian. Up to the last years of the nineteenth century and the spread of typewriter and telephone, the handwritten word, apart from conversations, was the only formal means of communication. That was only yesterday, as history goes. Between historian and holograph, which seems to be the last exclusively human-readable source, there remains therefore an unbroken bond, and one that should never be broken.

Finally, let me disavow any appearance of preaching a new movement of secession from the machine to Southern historians. If they are wise, they will derive whatever wisdom and employ whatever shortcuts the machine provides. I only beg them to beware of conventional wisdom and the seductions of convenience and not to neglect the manuscript treasures that resist retrieval from the data bank. Secondly, I emphatically disavow any suggestion of exclusion or discouragement of outsiders entering the field of Southern history. Let the tradition of Southern hospitality prevail,

openhanded, in this matter. We derive much benefit from the visitors and they in turn may conceivably derive some wisdom themselves. I only beg that we remember that their purposes, hypotheses, passions and preoccupations—legitimate though they may be—often originate in latitudes remote from the South and rarely center there.

Southern scholars and writers themselves will continue, I hope, to respond to the Faulknerian imperative. You will remember that the novelist put the teasing words parenthetically in Shreve McCannon's mouth by implication and printed them in italics: *"Tell about the South. What's it like there. What do they do there. Why do they live there. Why do they live at all [?]"* Responses to the imperative will vary greatly, and like Quentin Compson's, one of them will be silence. When the response takes the form of history, however, I should hope that it will be devoid of defensiveness or vindication or polemics or simplistic explanations. The subject is too great, too complex, too compounded of mysteries for that. I only beg that the history you write will be guided by a humility commensurate with those formidable qualities and inspired by questions and mysteries arising from the South itself. There are enough of them inherent in the subject to engage all your talents, and historians of no other origins are likely to be committed to them in like degree.

RESOLUTION
BOARD OF TRUSTEES
THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL

WHEREAS, on January 14, 1930, the Board of Trustees of The University of North Carolina accepted a gift from Sarah Graham Kenan to establish an endowment fund for the Southern Historical Collection and named J.G. de Roulhac Hamilton to be Director of the Southern Historical Collection; and

WHEREAS, since 1930 the Southern Historical Collection has grown to be a repository of more than seven million manuscripts documenting every phase of Southern history and providing sources for research to numerous scholars at this University and other universities throughout the world; and

WHEREAS, today, October 24, 1980, the University and the Library are celebrating the Fiftieth Anniversary of the Southern Historical Collection;

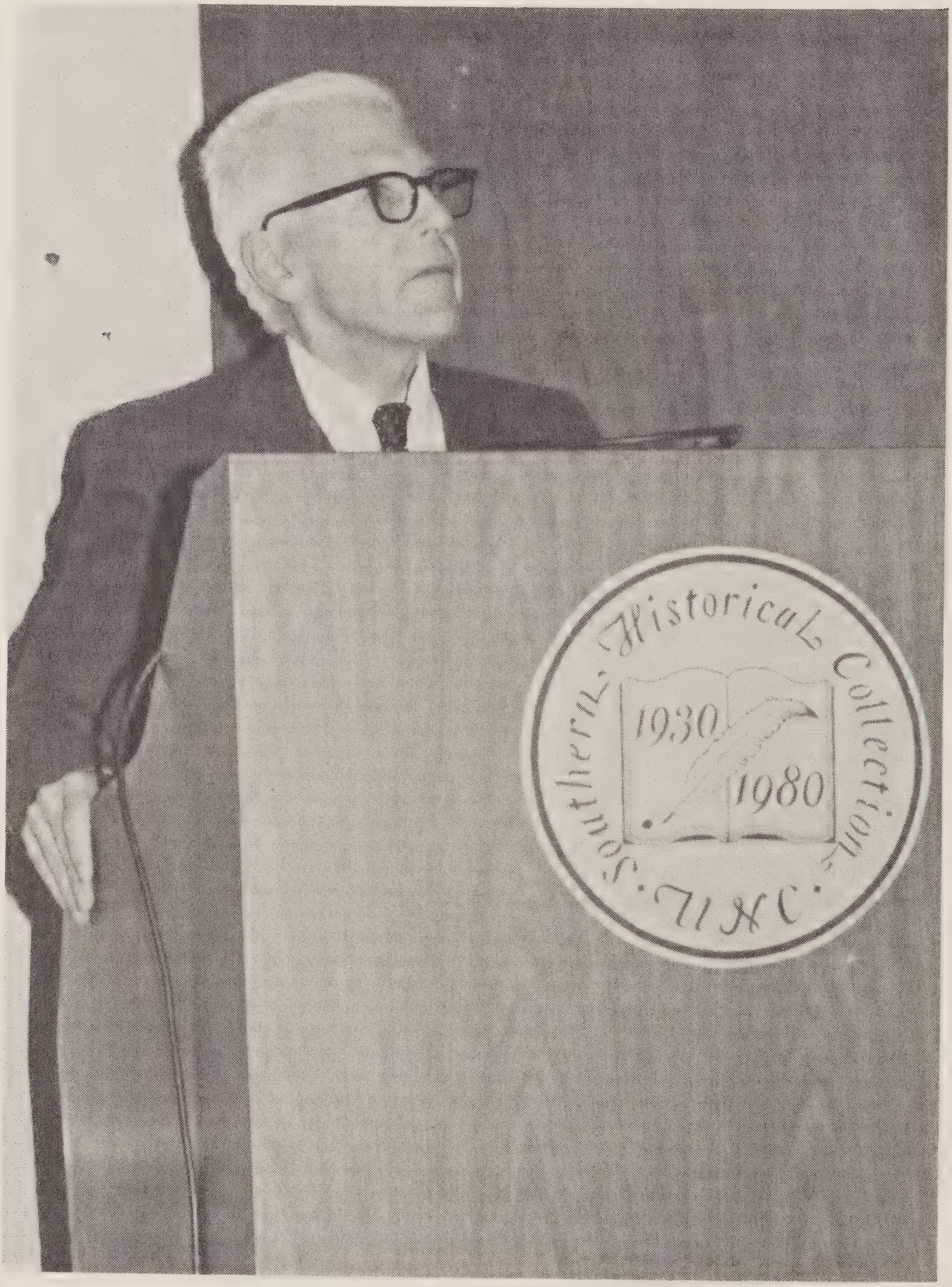
NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of The University of North Carolina at Chapel Hill endorses the action of its predecessor body in 1930 and congratulates the University and the Library on the fifty years of achievement and service to scholarship of the Southern Historical Collection.

Adopted by unanimous vote of the Board of Trustees at its regular meeting on October 24, 1980.

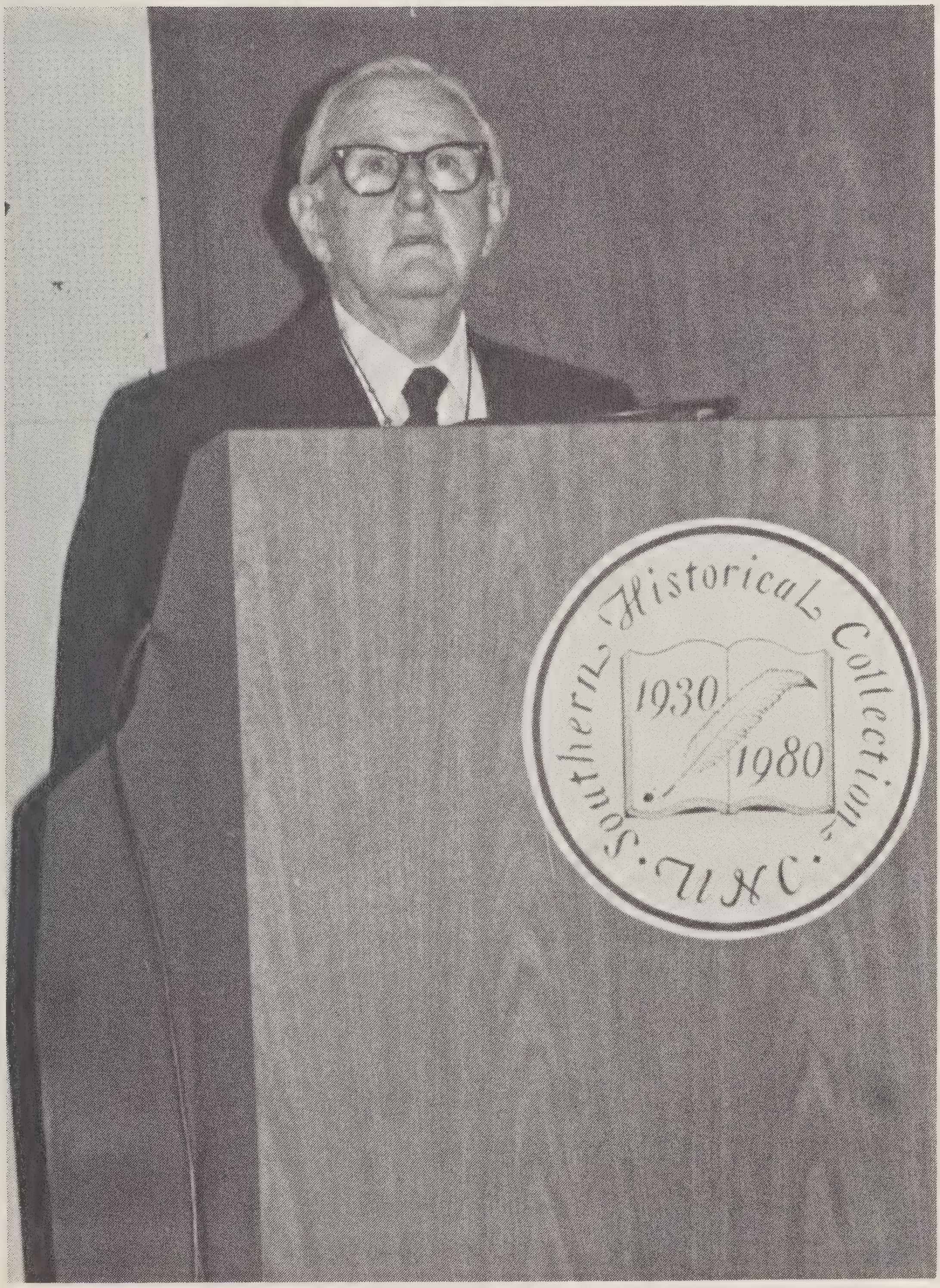
Margaret Harper
Secretary
(signed)

A Photographic Essay

Speakers at the Southern Historical Collection Anniversary



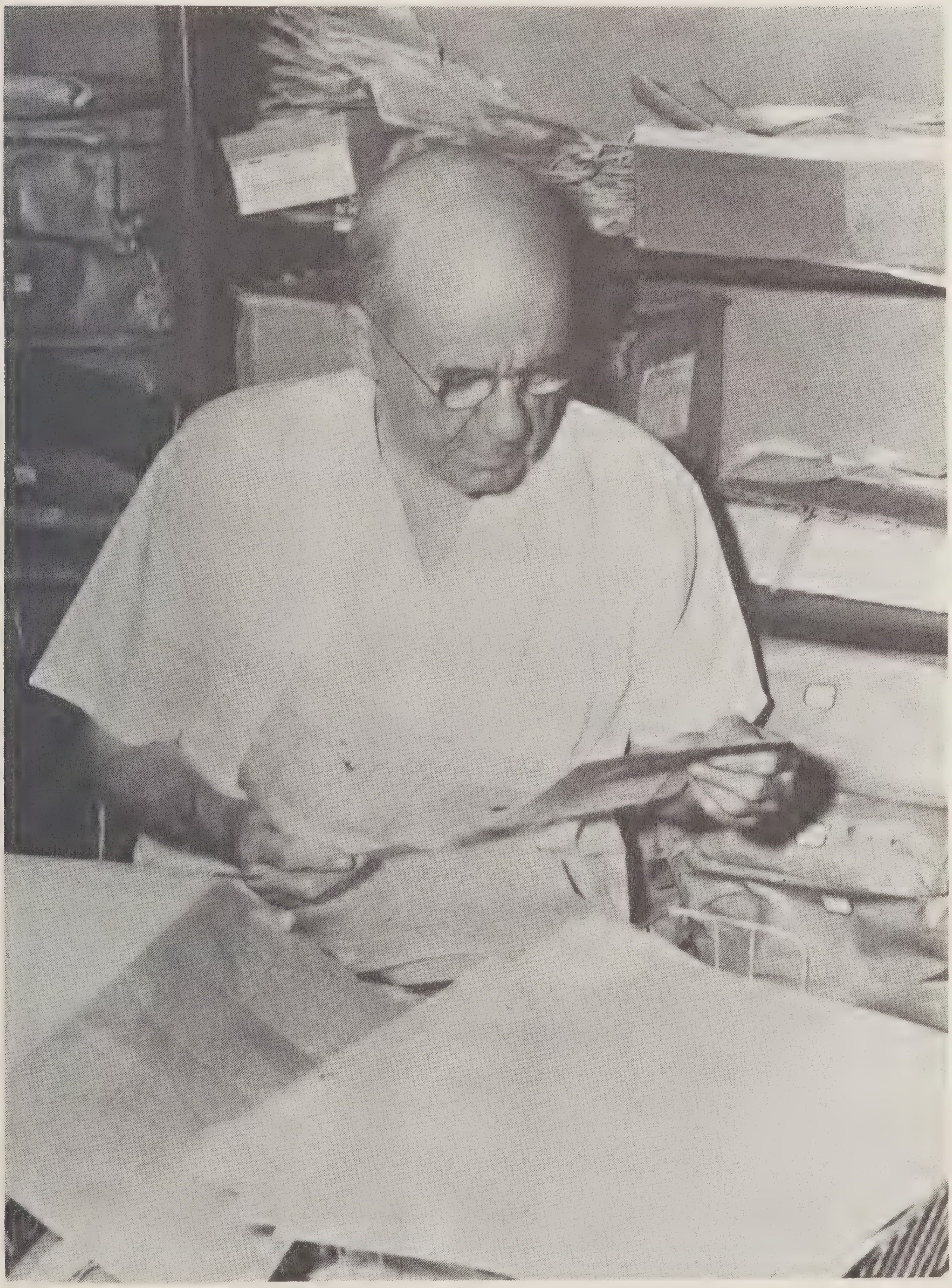
Arthur S. Link, George H. Davis '86 Professor of American History, Princeton University



C. Vann Woodward, Sterling Professor of History Emeritus, Yale University

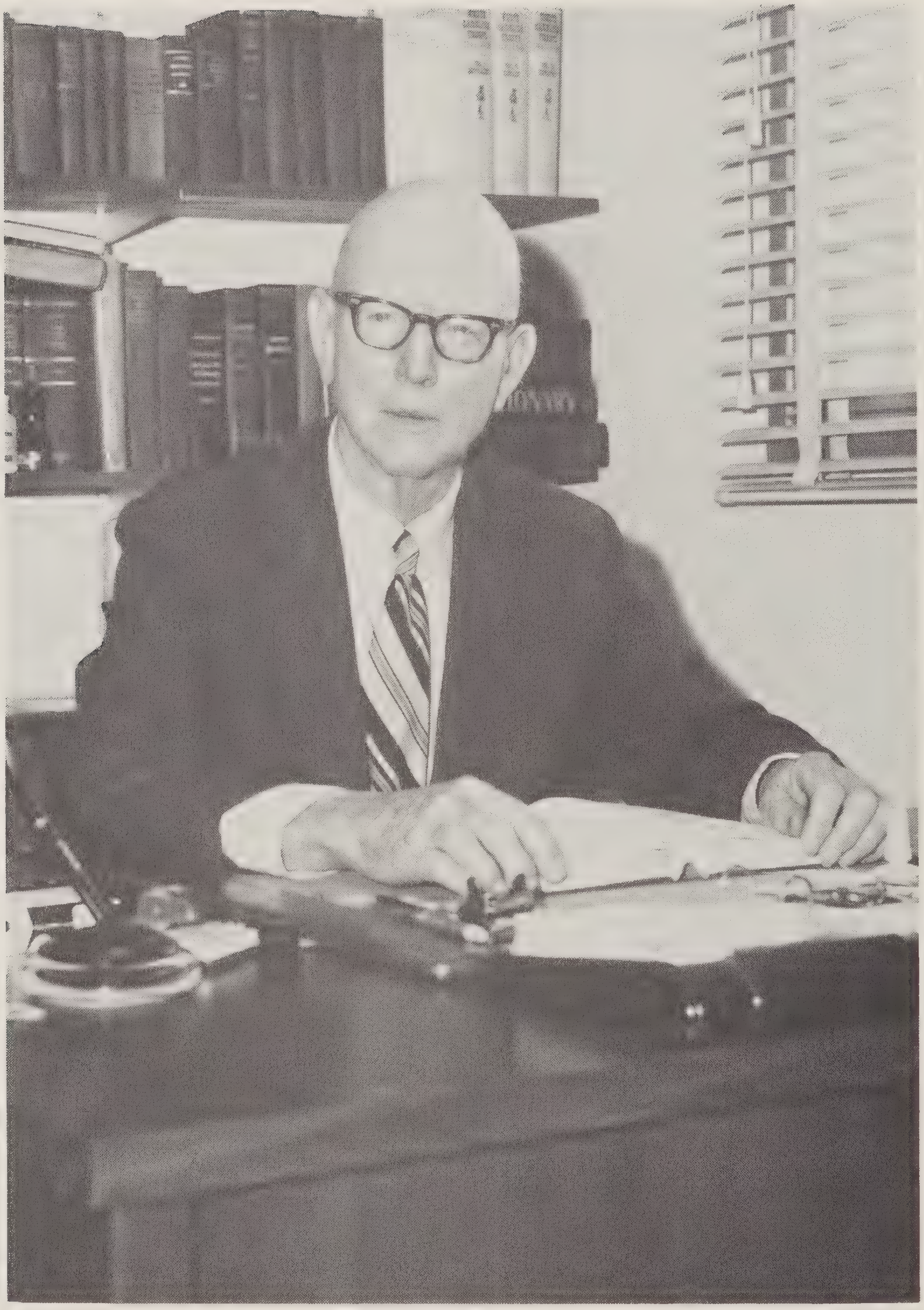
J. Carlyle Sitterson, Kenan Professor of History, University of North Carolina at Chapel Hill

Directors of the Southern Historical Collection



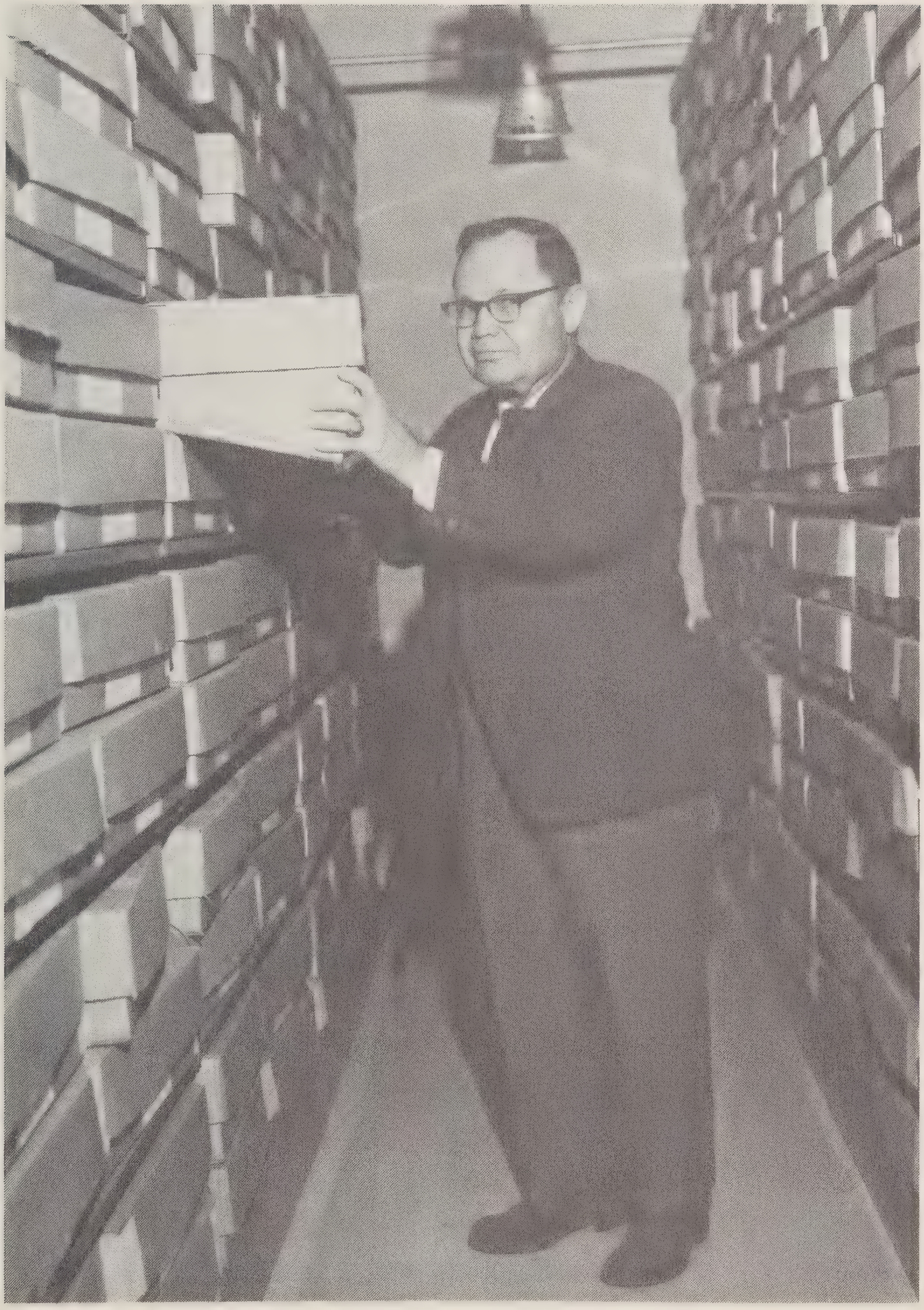
Joseph Grégoire de Roulhac Hamilton

Founder and First Director of the Southern Historical Collection
From 1930 To 1948



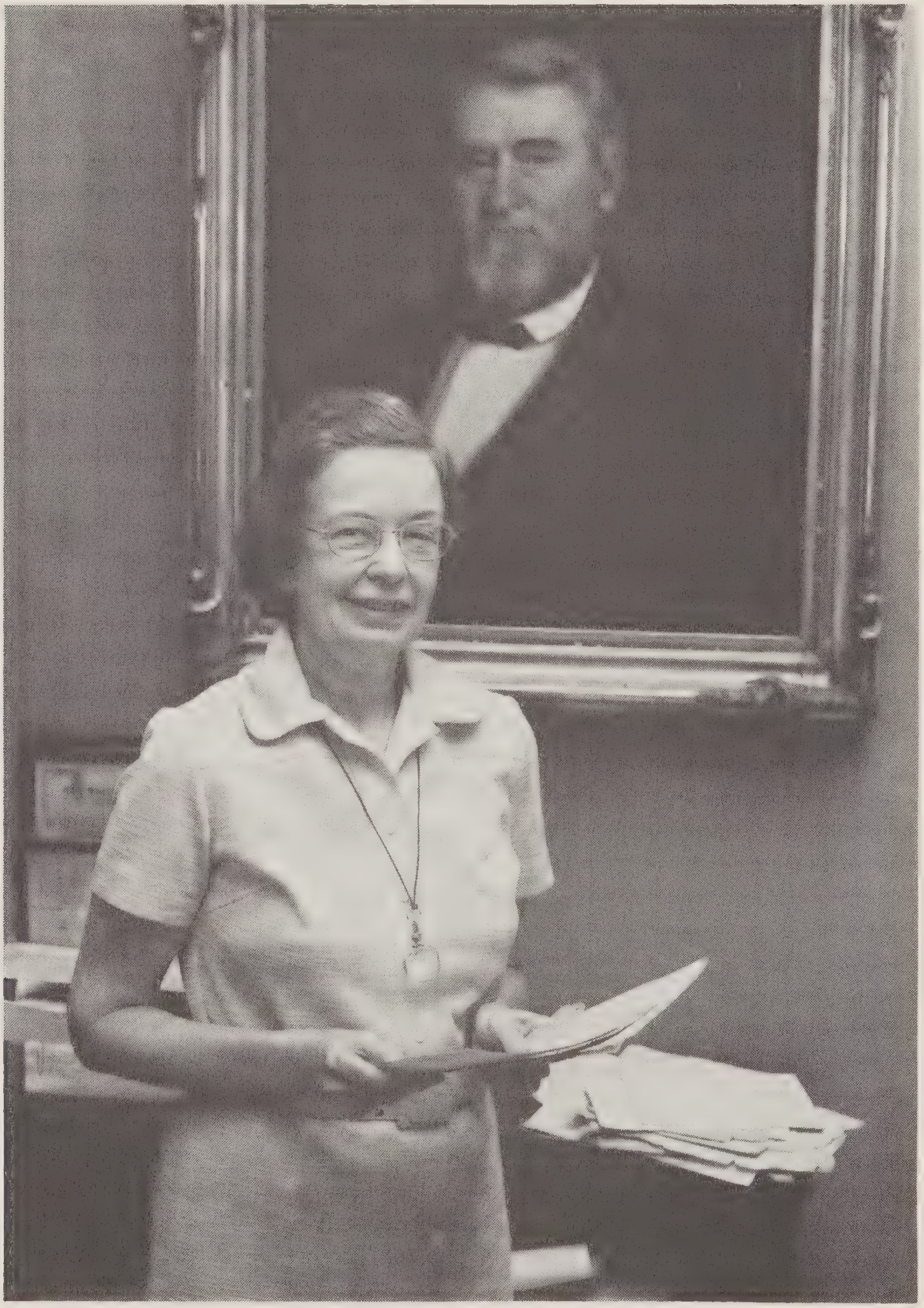
James W. Patton

Second Director of the Southern Historical Collection
From 1948 To 1967



J. Isaac Copeland

Third Director of the Southern Historical Collection
From 1967 To 1975



Carolyn A. Wallace

Fourth and Present Director of the Southern Historical Collection
From 1975

Speech at the Southern Historical Collection Anniversary Dinner

Introduction of J. Carlyle Sitterson

CAROLYN A. WALLACE

For me to introduce to you J. Carlyle Sitterson, distinguished historian, Kenan professor, and former chancellor, would be presumptuous. Most of you know him far better than you know me, if not in person at least by reputation. But our speaker tonight is all these notable things and more. He is also Lyle Sitterson, undergraduate student and history major at this University in the years when the building now called Wilson Library was constructed and the Southern Historical Collection established. He is the graduate student who had classes with J.G. de Roulhac Hamilton, made extensive use of manuscripts in the Southern Historical Collection, and assisted in the search for plantation records in Louisiana; and he is one Dr. Hamilton always spoke of with regard and affection. He is the man who was the intimate friend and associate of James W. Patton, and the teacher and colleague of J. Isaac Copeland. There is no one who has known the Southern Historical Collection longer than he, and no one not a staff member who has known it better.

Lyle Sitterson brings to us tonight a wealth of personal recollection reinforced and corrected by the thorough research characteristic of his careful scholarship. Lyle, we are honored and grateful that you will speak to us, and we are eager to hear you.

The Southern Historical Collection, 1930-1980: The Pursuit of History

J. CARLYLE SITTERSON

"I wish to praise the University of North Carolina without reservation for its intelligent approach to the collection and preservation of manuscripts. That University has built a permanent asset which will endure as long as Southern civilization holds together, and students yet unborn will bless the decision of the administration that dared to be unorthodox and encourage the collecting of so rich a storehouse of materials." So wrote Professor Thomas Clark in 1953.

Now housed on the ground floor of the University of North Carolina's Wilson Library, the Southern Historical Collection contains some seven million manuscripts treating almost every aspect of Southern history. The Collection extends in time from a few sixteenth- and seventeenth-century documents to large mid-twentieth century collections. There are magnificent collections of family papers, spanning several generations—a mine of information on social and economic life in the nineteenth century. Some of the nation's and the region's most prominent leaders are represented: national officials, senators and congressmen, jurists, governors, military and naval officers, educators, religious leaders, lawyers and physicians, writers and editors, planters, financiers, industrialists and businessmen of all fields.

There are letters and diaries, plantation journals, account books, military records and ships' logs, church minutes, and school and college records. Here is assembled, preserved and made available for posterity the non-public written records of the Southern people from early generations to the present—the realization of a dream come true. The dream, itself,

was inspiring, its conception imaginative, its execution impressive. Let us see how it all came about.

As late as the early twentieth century, Southern history and society were neither adequately known nor fully appreciated by Southerners and were little understood by the rest of the nation. Yet, this vast and diverse region had shared in the nation's beginnings, contributed significantly to the establishment of the Republic, created a distinctive society, and been the focus of a great sectional struggle which threatened the very future of the nation. Some thoughtful Southerners dreamed of a vast repository of Southern records from which a fuller and fairer history of the South could and would be written.

On January 14, 1930, the trustees of the University of North Carolina authorized the establishment of the Southern Historical Collection. Kenan Professor Joseph Grégoire de Roulhac Hamilton, for many years head of the Department of History and Government, was relieved of his teaching duties for two quarters each year and was made full-time director of the Collection. This action of the University administration and trustees brought to fruition an idea that Hamilton had had for years to establish in Chapel Hill a collection of historical source materials on the South. Two years earlier, after years of thought and discussion, plans for the establishment of the Southern Historical Collection were announced. The founding of the Collection was the fortunate combining of man, idea, and times. "An inspiration of genius," wrote the popular historian, Claude G. Bowers.

Hamilton, who had already begun collecting on a part-time basis in the summer of 1927, put it well when he wrote in 1928: "The South, within the next fifty years, will be the scene of a tremendous economic and social development. This great Collection, which will be a center of unique character, will make possible research for the first time in problems of a region in the midst of economic and social revolution. Never has there been a time when the preservation and the study of its history, past and present, were more important and when they could contribute more splendidly, not only in securing for the South its rightful place in national history, but also in making available information that will be of the highest practical value in its economic and cultural development."

It would be misleading to say that the collecting of Southern historical manuscripts began with Hamilton and the Southern Collection, for as is well-known, a modest-sized collection was assembled at Chapel Hill in the nineteenth century, first under the leadership of Governor David L. Swain, then President of the University, and later under the direction of Kemp P. Battle, President and later head of the history department. Also, it is entirely possible that others in North Carolina and in other Southern states may have thought about a collection of regional scope. Yet, the fact is, that despite the sporadic collecting of manuscripts by individuals and a few state archivists, the South had largely neglected its records. Waste, destruction by fire, the ravages of rats and insects, even the intentional burning of records, had deprived historians of the primary sources essential to a full and proper treatment of the history of the South.

Thus it was J. G. de Roulhac Hamilton who at once cherished the idea, made a career commitment, secured the necessary institutional support, and through his imagination, energy, and dedication made a dream come true. Claude G. Bowers was more prophetic than he realized when he enthusiastically predicted: "So rich should be and will be the harvest from the sowing of Chapel Hill that scholars and historians from the North, the East, and the West will make a deep path to the seat of this Collection, and the result will be reflected in a juster, saner, less sectional interpretation of our American life .... No greater contribution to the truth of history has ever been rendered in this country than is now proposed in the assembling of the Southern Collection at historic Chapel Hill."

If the entire country had been searched, it is unlikely that any other person could have brought to the Southern Historical Collection the unique combination of background, education, dedication, interest, and energy embodied in de Roulhac Hamilton. Born in Hillsborough on August 6, 1878, the son of Daniel Heyward and Frances Gray (Roulhac) Hamilton, he studied at the Sewanee Academy in Tennessee, graduated from the University of the South at Sewanee in 1900, and received the degree of Doctor of Philosophy in American History under William A. Dunning at Columbia University in 1906. Although he had taught earlier at the Horner Military School in Oxford and the Wilmington High School, he joined the faculty of the University of North Carolina in 1906 and spent the remainder of his life and career with the University in Chapel Hill.

Hamilton had scores of relatives scattered throughout the South and he was never above relying on family relationships, however distant, in the securing of family papers for his beloved Collection. I can remember one day in 1941 when I presented myself to an elderly gentleman in south Louisiana with a letter of introduction from Dr. Hamilton addressed to his "cousin," only to be startled with the surprising question, "Who is this man Hamilton who calls me cousin?" Some of Hamilton's friends used to say, "No wonder Hamilton gets so many manuscripts; the persons who give them to him are either his cousins, graduates of Sewanee, members of the Kappa Alpha fraternity [of which Hamilton was a member] or graduates of the University of North Carolina."

While there is clearly something in that, there is much more to it. In the first place, Hamilton was a well-trained and highly regarded historian of the South, who not only fully understood the value of manuscripts as a source for the writing of history but who was also articulate and persuasive to persons of all types as to why their cherished family papers should be preserved in a safe repository, preferably at Chapel Hill.

We must also remember that the timing of the founding of the Southern Historical Collection could hardly have been better. By 1930, the new modern fire-proof library in Chapel Hill provided an ideal repository for manuscripts. In addition, there were living throughout the South thousands of descendants of the Civil War generation who had in their possession literally millions of manuscripts, especially of the nineteenth-century South. If these manuscripts were to be collected and saved, the Southern Historical Collection came along at just the right time, and Hamilton was just the right man to bring it off.

If a full history of the region and its people was to be written, sources of all types would have to be collected, assembled, and preserved. Hamilton understood this clearly and fortunately was free of any "elitist concept of history." Furthermore, he knew that history was far more than "past politics." Of course, he recognized the value of the records of the great and near great, but as he himself expressed it: "By any standard of interpretation, the great are in large part at least, products of their time and environment . . . . But there is an even larger aspect of the case. More and more historians . . . are impressed with the significance of social history—the portrayal of the life and thought . . . of the people as a whole. In that

life and thought can be found a far clearer explanation of the past than is to be gathered from the lives and thought of the great. If this be so, then, such records as can be saved which portray that life and thought are incalculably valuable in the cause of history."

Understandably, however, many owners of personal papers failed to realize their historical importance. Over and over again, collectors have heard the refrain—"Oh, they have no historical value. We haven't had any governors, or senators, or generals in our family," or "those things would not be of any interest outside the immediate family; they are just family or personal letters." While at lunch with friends in Fayetteville, North Carolina, in the summer of 1936, Hamilton heard the news that one of the group had destroyed a ton and a half of his father's papers—a family that had been active in the public life and newspaper world of the state for generations. "Entirely personal or uninteresting" was his explanation. As Hamilton said it: "What a tragedy that so many people believe their judgment as to the value of manuscripts is final! Of course they were his, but what a dirty trick to play on his father who loved public notice more than the breath of life."

To assemble the vast collection of manuscripts in Chapel Hill required a demanding travel and work schedule. During his tenure as director, Hamilton, usually accompanied by Mrs. Hamilton, travelled hundreds of thousands of miles all over the South, and less frequently to other parts of the country. Patton, who followed him, also travelled extensively and, while travel has not been as heavy during recent years, Copeland and Wallace clocked many thousands of miles in the endless search for papers. Hamilton would leave Chapel Hill in the early fall or mid-winter for a trip of several months to the lower South. Or perhaps a trip of six weeks in the spring or summer into Virginia, Maryland, and the District of Columbia; or several weeks into Mississippi, Tennessee, and Kentucky. On shorter trips of a few days at a time, he repeatedly scoured North Carolina and Virginia searching barns and garrets for manuscripts in his endless pursuit of history.

As Hamilton drove around the country, he paid his respects in strong and colorful language to what he considered to be careless, reckless, and incompetent drivers. Some of the stories about Hamilton are, I am sure, apocryphal, but this one I have been assured is true. On one occasion after

a narrow escape from a collision, Mrs. Hamilton let loose with a stream of expletives. Hamilton was stunned. He stopped the car and said, "Mary, where in the world did you hear such language?" It is reported that thereafter Hamilton's driving vocabulary changed drastically.

With the passing of years the Hamiltons formed deep and lasting friendships with people all over the South. In Charleston, Savannah, Augusta, Birmingham, Montgomery, New Orleans, Sewanee, Richmond, Lexington, Virginia, Norfolk, Washington and many other places, work and social life blended in what Hamilton called his "joyous quest."

As much as he enjoyed people, Hamilton could hardly bear to lose time in what he considered idle social activities. During Mardi Gras season in New Orleans in 1936, he complained:

> The social side is becoming a burden—I am not offish for I like these people immensely and enjoy their hospitality to the full. Also, in a number of ways, it helps the cause of the work. But there is no end to it, and to save my life I cannot see how I'll finish the job I have set here in the time I have .... Frankly I don't see how we will stand the balls. I tell Mary that it is hell for an old man to be married to a young wife, but I know she will be worn to a frazzle. She is wild to see it all, and now we are getting tickets we are almost compelled to go, but the old man is tired in advance, without reference to the loss of precious time. And that's that!

After the balls were all over, Hamilton had had enough: "And now, thank heaven, bed, with the knowledge that it is Lent, the damned carnival is over, and I can get some work done."

Hamilton preached endlessly to those who had papers stored in attics to get them out or let him do so and preferably to let him take them to Chapel Hill for safety and preservation. And when, as was bound to happen, collections were deposited in non-fire-proof buildings, with inadequate care, and lack of availablity for use by scholars, Hamilton considered it little short of criminal. When he heard the news of a deliberate burning of papers, he could hardly restrain his indignation. For years, he visited the Hedrick sisters, daughters of Benjamin Hedrick, well-known and highly controversial professor at the University of North Carolina in the 1850s, only to be told by one of the sisters, "she then horrified me by saying that they had sent a desk of Mr. Hedricks ... with two thousand letters in it which she had read in February and March and burned in April ... Miss

Jennie said she hated to burn them but nobody wanted them and she had forgotten my interest in them. I could cheerfully have killed both of them."

There were occasions when Hamilton's tact and patience were sorely strained. He told the story of visiting a teacher in Savannah in 1935, intensely Southern in her views. She gave the children exercises to do for Georgia Memorial Day. "The children know so little about it all," she said, "One little girl came in overjoyed to have a Savannah poem to recite. When she got up she began:

> Hurrah, Hurrah fling out the banner
> Hurrah, Hurrah, Sherman's captured Savannah."

Hamilton roared with laughter and said that in Augusta Sherman's niece was being wined and dined right then. She thought this was horrible. Hamilton remarked that it was a pity that Sherman had behaved so horribly in Georgia and the Carolinas, for he had so much good in him. She was amazed, and wanted to know what good. Hamilton mentioned Sherman's attitude on Reconstruction, politics, and so on. She said he was terribly cruel to the Indians. Whereupon Hamilton said most Americans were, at which point he saw that she was getting very angry. So he added: " 'Don't mind all this, I am certain he is in hell!' Her face broke into a broad smile, and she said, 'Oh, if you feel that way, it's all right'."

For a person of such definite views on every conceivable subject and a capacity for expressing his views in imperishable language, Hamilton was the essence of patience when talking with prospects about their family papers. Although an interesting and enthusiastic conversationalist and incomparable storyteller, he was careful not to talk too much on early acquaintance and wisely did not ask for everything on the first visit. John Stewart Bryan, Richmond newspaper publisher, shrewdly observed: "I've been watching you, and I understand all about you now." "What are you talking about?" Hamilton asked. "I know now how you do it, I see how you adapt yourself to the person you are talking to, and I am not a bit surprised at the way you get away with it."

Hamilton made many warm friends throughout the South who became his loyal lieutenants in urging others to send their papers to Chapel Hill. The granddaughter of General Zachary Taylor told Hamilton in 1936 that

she would "hunt up the rest of the letters, steal them . . . if necessary, and lie about it afterwards!"

Hamilton's repeated visits to good prospects year after year and his combination of patience and persistence frequently brought gratifying results. In February 1938 he spent the day at a plantation home in Louisiana, packing for shipment to Chapel Hill the papers of a noted Southern political leader and sugar planter: "I am thrilled all over and if we get an appreciable part of the rest, and the diary, it will be just about the finest thing we have. It's been a long, patient, cautious and tactful approach but it has succeeded. This alone is worth the trip to New Orleans." Again, in Pensacola, Florida, on March 2, 1940, Hamilton said that he "Got the glad news that the Mallory volumes [diary of Stephen R. Mallory, United States Senator and Secretary of the Confederate Navy] were there for me . . . . I am carried away. Eleven years ago in July I made my first plea for them, and now at last they come to us,—and better still to safety."

Of course, patience and persistence were not always rewarded and some fine collections went elsewhere or were sometimes destroyed by fire or remained in the hands of their owners. After failing to convince one prospect in Savannah in 1935, Hamilton observed, "She says that under no circumstances will she let the papers go. That's one hard-boiled sister."

The steady flow of letters, diaries, and plantation journals to Chapel Hill did not go unnoticed by collectors in other states. In early 1936, the head of one state department of archives upon hearing that "Ransack" Hamilton (as he was frequently called) was headed for her state wrote the president of the local historical society warning her. The president sought advice from a prominent citizen as to what she could do to stop Hamilton: "He told her the first thing to do was to change human nature." Alluding to similar views in New Orleans, the optimistic Hamilton once observed: "Things look good here. They preach against me but then—other 'theys'—give me the stuff." One proud resident of Florida was even inclined to laugh at the nerve of the University of North Carolina in undertaking to carry Southern papers there, but ended the discussion by saying there was not at that time a safe place in Florida.

Probably no other Southern states have more pride in their history than Virginia and South Carolina and some of their residents deeply resented papers leaving the state. One irate resident of Williamsburg wrote:

''Roulhac Hamilton is here taking papers out of Virginia by the car full. Isn't it a shame to let them go?'' It was even reported that one university librarian in the state appealed to the governor who threatened to get the state attorney general to prevent any manuscripts from leaving Virginia.

One Charlestonian, upon hearing that Hamilton was in the city in April 1945, told Hamilton's friend, William Watts Ball, editor of the *News and Courier:* ''He had better look out or he'll land in jail.'' ''What do you mean?'' inquired Ball. ''Why once before when Mr. Hamilton was here a lot of people got excited, and a group went to see the mayor to see what could be done to stop him.'' ''That's simple,'' said the mayor, ''we'll just put him in jail.'' Another Charlestonian took a different view and ''thanked God the University of North Carolina had somebody who started such a thing as the Southern Historical Collection'' and told Hamilton ''if there are any papers in Charleston that my influence will help you to get, call on me and you will get it.''

The distinguished historian, Avery Craven, speaking in Louisiana, observed, ''I have heard him spoken of in many states as 'that man Hamilton,' I love him for the irritation he has caused.'' Another Southern historian, Thomas Clark, no mean collector himself, wrote: ''When Dr. Hamilton came along and gathered up enough of their papers to make them infernally mad, they got busy and are now doing something on their home grounds . . . . There are still those whining, petulant people who cry in a weary refrain, 'he robbed us.' He did not rob anybody but the rats and the flames; he saved from destruction many of their choicest historical records.''

To launch a venture as ambitious as the Southern Historical Collection required funds for travel, staff, equipment, and space to care for and make available the growing volume of manuscripts. The Collection could not have gotten under way had not Mrs. Sarah Graham Kenan of Wilmington in 1929 provided a $25,000 endowment for the Collection. The nineteen thirties were difficult years and from the beginning the Collection was plagued by insufficient funds. Hamilton, University officials, and friends of the University sought financial support from the state, foundations, and friends, and all of these responded. By 1934, the Collection was approaching one million documents and its success and prospects sufficiently impressed the Carnegie Corporation that in 1935 it made a grant

to the Southern Historical Collection of $5,000 a year for three years. Indeed, Frederick Keppel, then head of the Carnegie Corporation, upon reading an account of Hamilton's work during those early years, said "any man that undertakes a job like that and does it that way, deserves all possible help."

Despite such early support, the financial resources were meager when measured against the magnitude of the task. On top of inadequate funds came the news in November 1937 that the Carnegie Corporation had failed to renew the earlier three-year grant. Hamilton was almost incredulous. He mused: "I wish I knew why the foundations, with all the money they squander on fool projects, do not see what the significance of this Collection is going to be to American history." Discouraged by what he regarded as inadequate University financial support, Hamilton, like others who pursue a goal with single-minded dedication, expressed momentary depression: "We have started a big thing but if I were to die tomorrow, I'm afraid it would end with me. And considering that I have put into it the best work of my life, it's not an encouraging thought. Maybe I'd better have put the dream aside! But what a joy it has been. I wish I were thirty-five and knew as much as I know now."

Fortunately, another vigorous appeal to the Carnegie Corporation brought a positive response and in November 1938, the grant was renewed for three additional years. Additional grants from the University's escheat fund, the National Historical Publications Commission, the Richardson Foundation, and numerous alumni friends, although modest in amounts, provided funds that were indispensable to the growing Collection. During the first ten years of its existence, it was estimated that approximately $98,500 had gone into the Collection for travel, salaries, and unusual purchases. Of this amount, about two percent, roughly $2,000, came from state funds, the rest from special funds secured by gifts, the basic support being the generous gift of Mrs. Sarah Graham Kenan.

If the Southern Historical Collection suffered from inadequate funds for travel and purchase of manuscripts, it faced equally critical needs for space and staff. Housed in limited space on the basement floor of the Library, the growing Collection could not be properly housed and made available to research scholars. Finally, with the completion of a new wing of the Library in 1952, the Southern Historical Collection exchanged its former

cramped and inadequate quarters for an attractive suite of rooms, with a large, well-lighted search room, offices, typing rooms, and more manuscript storage space. Space was now ample for the additional great expansion which was to come in the next twenty-five years.

When the Collection started, Hamilton was virtually a one-man show. Mrs. Lyman Cotten soon joined the staff to assist in accessioning and arranging manuscripts. In 1937, Mrs. Sarah Watters joined the Collection staff. For the next nineteen years until her retirement on June 30, 1956, she wrote thousands of letters about the Collection, located many prospective donors, and ran the office. Hamilton wrote appreciatively of her: "Her spirit and energy never faltered, and she made a great lasting contribution to the Collection, becoming in a very real sense one of its founders."

In 1943, Brooke Allan joined the staff. Her descriptions of new groups of papers and those prepared under her direction were models of excellence, attracting frequent praise from visiting scholars. Of course, with growth of the Collection and retirements and turnovers, new persons joined the staff. But during the Hamilton tenure, it was these three, Cotten, Watters, and Allan, who provided the staff support indispensable to the effectiveness of the Collection.

In the early 1940s, as Hamilton approached his mid-sixties with the realization that retirement would come within a few years, the future of the Collection and the choice of a successor were much on his mind. Late in 1947 James W. Patton, who had taken his Ph.D. in history under Hamilton's direction and who was then head of the history department at North Carolina State College (now University) in Raleigh, was invited to succeed Hamilton. To Hamilton's great delight and to the good fortune of the Collection, late in January 1948 Patton accepted. The Collection "will be entirely safe under his direction," wrote Hamilton. "He is able, industrious, enthusiastic, knows a lot of people and is well liked by them, is accustomed, friendly and easy, and is one of the most dependable people I know."

Patton's nineteen years as Director of the Southern Historical Collection, 1948-1967, were in many ways transitional from the Hamilton pioneering years of the 1930s and 1940s into our contemporary era—a period of important changes in manuscript collecting. Whereas during the

thirties and early forties travel was inexpensive—safe, modern fire-proof repositories were limited in number and families were willing to give or deposit their family papers at Chapel Hill—all of these conditions changed substantially in the fifties and sixties. As almost every Southern state and many universities established their own manuscript collections, the Southern Collection faced increasing competition.

It was crucial during Patton's early years to pursue the contacts that Hamilton had made and to bring to Chapel Hill the scores of collections that had been promised. Thus for ten or twelve years Patton kept up a travel schedule throughout the South that almost matched Hamilton's travels. Patton proved to be a skillful and effective collector. He was courteous and patient, a good conversationalist, and his knowledge of people and things Southern was unexcelled. Within a few years, he was carefully cultivating the contacts that Hamilton had made earlier and picking up new leads all over the South. Such repeated visits bore fruit. Many large and valuable collections that had been located by Hamilton finally came to the Collection after repeated visits by Patton.

Patton was a great collector of information about the various churches and their leaders and with his incredible memory for detail this knowlege served him well as conversational gambit. Bennett Wall, who observed the collecting methods of both Hamilton and Patton, aptly observed "that Patton opened doors by using religion, while Hamilton opened doors because he was related to everyone."

As the need for more travel funds continued to increase, so, too, did the need for funds with which to purchase papers. Virtually all the collections during the 1930s and 1940s had been acquired by gift or indefinite loan but with the passing of years the need for substantial funds to make key purchases became critical. Many papers were constantly being unearthed in the stocks of dealers or in private hands that could be obtained only by purchase. Here, the Southern Historical Collection frequently found its modest financial resources inadequate. And many valuable collections which might have come to Chapel Hill if funds had been available were purchased by other repositories.

In August 1967, James W. Patton retired as director and J. Isaac Copeland, then librarian and professor of history at George Peabody College, began an eight-year tenure as director of the Collection and professor

of history (1967-1975), to be followed in 1975 by the current director, Carolyn Wallace. Both Copeland and Wallace had taken their Ph.D.'s in history at Chapel Hill and were thoroughly familiar with the policies established by Hamilton and Patton and, like their predecessors, knowledgeable of the region and its people.

The Southern Historical Collection continued to grow rapidly under Patton, Copeland, and its present director, Wallace. Although Copeland and Wallace continued to travel and solicit manuscripts, their trips were usually shorter, lasting for several days or two or three weeks, and were more specifically focused on particular prospective donors than the several month tours of the Hamilton and early Patton era.

Almost imperceptibly, too, a change has occurred in the characteristics of collections acquired in recent years. Some of the Southern Collection's largest and most important collections are associated with special causes and organizations. Among those that come readily to mind are those of the Penn Normal, Industrial and Agricultural School of St. Helena Island, South Carolina, which recounts the pioneering and inspiring efforts to provide education for former slaves and their descendants; of the Fellowship of Southern Churchmen; of the Southern Tenant Farmers Union; and of the Southern Historical Association. Special efforts are now being made to acquire the papers of Southern writers, women and minorities.

By 1980, the Southern Historical Collection had reached the astonishing size of about seven million manuscripts. Providing the necessary space for caring for the manuscripts and the expert staff to make the Collection available to the growing number of scholars using the manuscripts, now approaching a thousand each year, made the executive and administrative functions of the director far more demanding than had been the case in the earlier years. Crucial, too, was additional financial support with which to purchase highly valuable collections. Copeland warned in 1973 that private papers "are increasingly being offered for sale at high prices characteristic of the current manuscripts market rather than as gifts. Such offers must be accepted when made or lost forever."

The fact that the Southern Historical Collection has become probably the largest single collection of non-public manuscripts on the South was but the first part of Hamilton's dream of fifty years ago. What of the sec-

ond part? That such a Collection would attract a stream of scholars to Chapel Hill and that from their scholarship would emerge articles and books that would expand our knowledge and enrich our understanding of Southern society from its colonial beginnings to the present.

To scan the files of letters received by the Collection from hundreds of scholars who have used its resources is to get a sense of the range, variety, and vitality of research in Southern history over these past fifty years. Hundreds of theses and dissertations, written at universities all over the nation, have been based mainly or partly on the Collection's rich stores: studies of political parties, of public figures, of Southern agriculture, of the antebellum plantation society, slavery, the Negro, populism, women, the Confederacy, education, religion, banking, manufacturing, the local history of counties and towns—the subjects encompass every facet of Southern life.

The published books and articles based on the Collection's holdings now run into the hundreds and their authors include scores of the nation's best-known historians. The renaissance in Southern historical writing during our time is undoubtedly the result of many factors, but I am convinced that among the most important have been the Southern Historical Collection and other great manuscript repositories.

It would be interesting to speculate about the challenges, direction, and emphases of the Southern Historical Collection in the next fifty years, but time does not permit. Suffice to say, this is a story without an ending. The Southern Historical Collection continues to grow; younger scholars delve through its manuscripts; reassessments and reinterpretations of persons and causes are provoked by new evidence and continuing inquiry; and from the historical imagination come new questions about the South's past. Could it be that the best is yet to come?

Presentation of the portrait of Sarah Graham Kenan at the Anniversary Dinner of the Southern Historical Collection. James F. Govan, University Librarian, left, accepted the portrait from James G. Kenan, who presented it to the University on behalf of the Kenan family.

Gift of the Portrait of Sarah Graham Kenan

Presentation of the Portrait

JAMES G. KENAN

Ladies and gentlemen.

It is always a pleasure for any alumnus or alumna of this University to return to Chapel Hill. And it is a particular pleasure for me to be here tonight on this occasion and with this distinguished company. To be asked to present this portrait of my Aunt Sarah is a real compliment, and I feel duly flattered by it. At the same time I think it is only right that either I or my brother Frank should have been asked to present this portrait of Mrs. Kenan, because she and her husband, Graham Kenan, who was also her cousin and my father's brother, had no children and they always regarded Frank and myself as their boys. As a matter of fact, Frank might just as well have been asked to present the portrait anyway, since he is already here, but after thinking about it I reached the conclusion that probably it is a little more fitting that I was asked to do it. You see, I am older than Frank, and in addition, at the moment, I am holding, temporarily, the honored and precarious position of being the oldest living Kenan. At any rate it is certainly fitting and proper in every respect that a portrait of Mrs. Graham Kenan be given to the Southern Historical Collection. Mrs. Kenan did not make the initial grant which founded the Collection, but she did make the first really substantial gift, which, so to speak, got it off the ground and enabled it to grow and burgeon into the functioning institution it is today. Mrs. Kenan's interest in the Collection was genuine,

lively, and life-long, as indeed was her interest in everything related to the University of North Carolina.

This interest in the University, you might say, was bred into her bones. Her mother, Mary Hargrave, was a Chapel Hill girl, the daughter of Jesse Hargrave, who was one of the leading businessmen of the town in the years immediately preceding THE WAR. Mrs. Kenan's father, William Kenan, and Mary were married here in Chapel Hill while he was still a student at the University. Besides being the daughter of a university alumnus, Mrs. Kenan's brother, William Rand Kenan, Jr., was an alumnus. Her husband Graham was an alumnus. Her brothers-in-law, my father Thomas and my Uncle Owen, were alumni. Her father's brothers, James and Thomas, were alumni. Her grandfather, Major Owen Kenan of Kenansville, was an alumnus, though I don't believe he was a graduate. Her great-grandfather, Thomas Kenan, I also believe was an alumnus, but I am not quite sure about that. Her great-great-grandfather, General James Kenan, who commanded various North Carolina formations in the Revolutionary War, was not an alumnus, but he was one of the University's original trustees.

I might tell you a little incident about General James Kenan that you might find amusing. There were some papers at my Aunt Sarah's house (unfortunately all destroyed when the house was burned about fifty years ago) and there was a letter among them from General Kenan who was then just a colonel and a very young boy in his twenties. He had written to his father giving an account of a skirmish at a place called Rock Fish Creek down in Duplin County, where they were trying to cut off the rear guard of Cornwallis's army which was moving from Wilmington up to Virginia. He told his father, "the militia took position on the creek and fired into the head of the enemy's column like veterans, but when the British deployed from column into line and let fly a vicious volley, my men broke, disappeared into the swamp, and could not be rallied." But I always thought he had a grasp of reality and a sense of humor because in writing to his father he said, "I attribute their conduct to their love of liberty and *joie de vivre.*" I am sorry that letter was destroyed. It would be quite a thrill to have it in the Collection.

But you can see that Mrs. Kenan's ties with the University were numerous, close and enduring. She, like all Kenans who went before her,

and I think, like those of us who have come along after her, was a good American, but she was none the less a good Tar Heel and a good Southerner. She felt very strongly that the part taken by the Old North State and the South in establishing this republic and developing it should be preserved and should be impressed on upcoming generations so that they would understand that the blessings which they enjoy, the chief of which is our liberty unknown in many parts of the world, was bequeathed to them by their forefathers after hard fighting and much stern sacrifice. And she hoped that they would understand that they enjoy these blessings under the solemn obligation to pass them on to those who come after them. I hope that this old University and your Collection, Mrs. Wallace, will take a part in attaining that objective.

But that, I suppose, is not within the scope of this evening's meeting, so I will proceed forthwith. Dr. Govan, on behalf of the Kenan family, I hereby present this portrait of Sarah Graham Kenan, devoted friend of the University, and generous patron of the Southern Historical Collection, as a token of her right to be included in the great company of friends of the University. The names Hill, Morehead, Patterson, Hamilton, Manning and Graham come to mind, but there are other friends of the University, alumni and alumnae, who by their generosity, their interest, their concern and their involvement, over many generations, have made our University the great institution which it is today. And I think it proper to conclude these remarks with the old refrain, "Hark the sound of Tar Heel voices, ringing clear and true." *Gaudeamus Igitur, Carolina Floreat.*

Acceptance of the Portrait

JAMES F. GOVAN

The name of Kenan is renowned at this University, but it stands for different things to different people. To some it means distinguished professors such as our speaker tonight. To chemistry professors it suggests the location of their laboratories. To many women students it is the place where they live. To most people it is associated with the site of tomorrow's football game. To the staff of the University Library, the Kenan name stands for generous and interested friends who have helped this state university library become one of the nation's great research centers.

Mary Lily Kenan Flagler, Sarah Graham Kenan's older sister, first displayed the Kenan family interest in the Library, and in Southern history, in 1906 when she gave funds for the purchase of books related to the history of the South and the Confederacy, and her younger sister demonstrated this same interest by her endowment of the Southern Historical Collection. Their interest in the University and in history were natural outgrowths of the Kenan sisters' heritage, for among their ancestors were James Kenan, one of the original trustees of the University, and Christopher Barbee, who gave a portion of one of his farms to become a part of the campus of the University and of the village of Chapel Hill.

Sarah Graham Kenan was born in Wilmington, North Carolina, the daughter of William Rand Kenan, Sr., and Mary Hargrave Kenan. She attended schools in Wilmington and New York City and was graduated from St. Mary's Junior College in Raleigh. In her early years she developed a love of music, the arts, and history, including a deep interest in her

own family history, which led her to maintain the Kenan family Bible that had been in the family for generations.

In 1912 Miss Kenan married her cousin Graham Kenan, a lawyer of Wilmington, who died in 1920. Devastated by his death, she never remarried and lived a quiet, unassuming life in her beautiful home, "Sunny-Side," in Wilmington.

Mary Lily had married Henry Morrison Flagler, one of the original associates of John D. Rockefeller and a major developer of eastern Florida. Bequests from the Flaglers made Sarah Graham Kenan a wealthy woman early in her life.

When J.G. de Roulhac Hamilton planned the Southern Historical Collection, the University administration asked Mrs. Kenan to establish a fund to support his activities. The travel funds annually provided by the endowment she contributed made possible Dr. Hamilton's remarkable collecting career. Today, the income from the Southern Historical Collection Trust Fund helps to meet the many specialized needs characteristic of a repository of original manuscripts. This endowment is an example of the enlightened altruism which typified Mrs. Kenan, who will be remembered for her generous support of worthy and needy causes.

Years ago, J.G. de Roulhac Hamilton asked for a portrait of Sarah Graham Kenan to hang in the Southern Historical Collection. Mrs. Kenan agreed to the suggestion but the project never got beyond that stage. In 1975 Carolyn Wallace raised the question with George London, then Chairman of the Friends of the Library. Mr. London suggested the idea to Mr. James Kenan, and the result is the portrait Mr. Kenan has just presented.

Mr. Kenan, your gift fulfills the wish of the first director of the Southern Historical Collection and is particularly appropriate during this Fiftieth Anniversary Celebration. On behalf of the University of North Carolina at Chapel Hill and the Southern Historical Collection I want to express our deep gratitude and to assure you that the portrait will hang in the Southern Historical Collection as a memorial to Mrs. Kenan's interest and generosity.

*Speeches at the Annual Friends Dinner Meeting**

Introduction of Shelby Foote

LOUIS RUBIN

Shelby Foote first came to the University of North Carolina at Chapel Hill in September of 1935. His boyhood friend Walker Percy, who had graduated from high school in Greenville, Mississippi, a year ahead of him, had come the autumn before.

Shelby tells us that his academic performance in high school was not of the most illustrious sort, and our admissions office had told him he couldn't get in. But he came anyway and the authorities decided as long as he was on the scene they might as well let him enroll.

By the time he was here, Shelby already knew that he wanted to be a writer. He stayed two years, taking courses that interested him, and reading everything in sight. Then he went back home to Mississippi. Not long afterwards the war came, and he served in the Army and the Marine Corps. In 1949 he published a novel, *Tournament.* There followed four others in five years. In 1954 Shelby switched literary genres. He had always been interested in the War Between the States and that year he signed a contract to do a one-volume narrative history of the Civil War.

I first met him in 1955 when I was writing newspaper editorials in Richmond. Shelby came by to have a look at the Seven Days battlefield. I doubt that when Shelby began his narrative history he realized what was ahead of him. The one-volume history became a trilogy.

**The dinner was on March 25, 1980.*

Working eight hours a day, seven days a week, he published the first installment in 1958, the second in 1963, and the final volume in 1974, twenty years after he began. In my opinion—shared by many readers—his trilogy is history of the highest order, minutely researched and shaped in classical fashion to relate the events and pronounce the meanings of the first great modern war.

During that time Shelby always said that he was anxious to get back to writing fiction. I confess that I was privately sceptical that he would be able to make the transition again after twenty years. But after a brief period of enjoying not having to write everyday for the first time in two decades, he went right back into action and produced the sixth and I think his best novel thus far, *September, September,* in 1978. Now he is getting ready to begin another and longer work, and I might add that if the Civil War trilogy is any augury of what to expect it is a good thing we are building our new library.

I can think of no more appropriate choice to address a gathering of the Friends of the Library of this University than one who used it to such good advantage when he was here. May I say, Shelby, on behalf of all of us, that it is a pleasure to welcome you back?

The Southern Historical Collection

SHELBY FOOTE

Ladies and gentlemen, distinguished guests.

It is a pleasure to be with you. I always like to get back to Chapel Hill; indeed, to this whole vale of humility. Some of my fondest memories are of the two years I spent here. In connection with my getting here in the first place, I ought to explain that when I made application the principal of my high school took the trouble to write a letter saying, "Under no circumstances let this boy in your school. He has been a disruptive influence in our school." So the Carolina authorities quite wisely wrote and said not to bother to come up here; "there is no room for you." Anyhow I did come up and got in line, the admission line, and when I got to the head of the line, they looked through the cards and said, "We told you not to come." I said, "I know you did but I didn't think you meant it." Actually there were about 3200 students at Chapel Hill at that time; it was the bottom of the Depression and there were empty beds in all the dormitories. In any case there were in Steele, where I wound up, and it was an exciting time for me. My son has made application. If he is turned down, I intend to put him in an automobile, point him in this direction, and tell him to get in line.

The most momentous thing that happened to me, after that happy welcome, was going over to the library and walking in there. The little town I came from in Mississippi had a library run by a maiden lady named Miss Ammie Worthington—the last of the Worthingtons. She made eighty dollars a month I think. It was the town's way of saving the last of the Worthingtons. She took her duties very seriously, learned the Dewey Dec-

imal System, and considered herself the guardian of each and every volume, few as they were, in her charge. She did not like to see books leave the building under any circumstances. So you can imagine the kind of library I was familiar with before I got to Chapel Hill. The stacks were closed to undergraduates in those days, but I managed to work my way back there. I had never seen anything like those nine or ten stories of books. One of the first things I happened on was a whole flock of facsimilies of Elizabethan quartos. You can't imagine what that did to me, to find those things and prowl among them. I was right, I had reached the heart of the matter; for a university is indeed a number of buildings grouped around its heart, which is the library. I knew I had found a home. And I spent I don't know what percent of my time in that library to the neglect of other things, such as calculus, which I dropped about half way through the first year; the first quarter, really. But there was more of a home here than I knew because I was not aware of de Roulhac Hamilton's work. I did not know about the Southern Historical Collection; I didn't prowl that far.

But this is the thing that came home to me later after I really began to write, myself. I had been writing, after a fashion. In fact I have one imperishable claim to literary distinction. Down home I had been editor of the high school paper, and though I do not know what my fate is to be, so far as my literary reputation goes, there is one thing they can never take away from me. I was editor of the best high school paper in the United States of America in the then little town of Greenville, Mississippi.

The Southern Historical Collection goes very much to the heart of this matter. When I began writing history, I began to understand that an historian may have many ways of dealing with the subject he has chosen. He may want to explain along the way what is happening and the various choices that obtain; or he may, and this is my preference, try to show you what people are rather than try to explain them. I write narrative history, so it is necessary for me to show rather than to tell. Stark questions occur when you begin to deal with certain moments. One of the most dramatic of those moments is Pickett's Charge, and if you go to Gettysburg and stand by the Lee monument and look across to Cemetery Ridge, you will see a long rolling valley about a mile wide, totally exposed from the step-off point to the crest of the far ridge. There were about 12,000 men

marching across that valley where cannon balls were bowling along and, when they got close enough, rifle bullets were whizzing. And you wonder what kind of man will make that walk. One thing you know for sure is that you would not make that walk. "Marse Robert himself couldn't get me out there," you tell yourself. You want to know what it is that makes a man able to do that and you do know that there are reasons. You do know that almost 12,000 of them did make the walk and you want to know what it was about them that made it possible. And you may extend this further. What was it about the Union soldiers on that ridge that made them stay instead of running away when they saw and heard these crazy creatures coming at them? You begin to realize that if you are going to tell that story, you have to understand why those men crossed that valley.

There are many reasons. Their religion was one strong element in it, their family pride, their regimental pride (probably the strongest of all), their pride in their new nation, their belief in their commander, R.E. Lee. All of these elements go into making it up, and how well you define them is determined by the extent of your familiarity with certain documents preserved in repositories such as the Southern Historical Collection. You go back to the records of the plantations; you study about their relationships with the people who worked for them, you study about the attitude they had toward the people they worked for. You begin to find what their home life was like, and a good historian, having found those things, will put them in his text so that a person reading Pickett's Charge will not say, "How in God's name could they go across that valley?" He will know how they could go across that valley, because he will have become acquainted with the elements that went into their makeup. And it is in the Southern Historical Collection that you will find the answer to those things.

In other words, I agree with Vann Woodward when he said that "without the Southern Historical Collection at Chapel Hill it is impossible for me to imagine the recent renaissance in Southern historical studies." We owe a great deal to the directors, from de Roulhac Hamilton, through James W. Patton and Isaac Copeland, to Carolyn Wallace. They fully shared in the assembling of more than six million items waiting for future historians to use to tell this region's story as it should be told. I am

glad to be able to thank you and them for their labors, and I thank you very much for asking me here. It has been a pleasure to be with you.

Remarks on the Library

N. FEREBEE TAYLOR

Thank you and good evening, ladies and gentlemen.

Those who planned this affair have done me the honor of asking that I report to you on the University library. I do so with much pleasure, because the facts to be reported are among the happiest I know about our University. I will report developments within the past decade—under three headings.

The first heading is FACILITIES.

In 1977, we completed the Stack Addition to Wilson Library at a cost of $3.9 million. In 1981, we will complete an addition to the Health Sciences Library at a cost of $3.7 million. In 1982, we will complete the marvelous new Central Library at a cost of $23.8 million. And, in 1984, we will complete a major renovation of Wilson Library at a cost of $5.7 million. These facilities, costing a total of $37.1 million, will put the University in a position it has never been in before—that of having facilities (by 1984) adequate to meet its needs for a full decade ahead.

The second heading is the COLLECTION.

Three years ago, the University libraries acquired over 89,000 volumes; two years ago, over 104,000 volumes; last year, over 120,000 volumes; and this year, the projection is for 127,000 volumes. For each of the last ten years, data have been published for the leading research libraries in the United States and Canada, showing (among other things) how those libraries are ranked in terms of volumes acquired each year. In the first eight years of the past decade, our rank ranged

between thirty-first and forty-ninth; two years ago, our rank was twenty-third; and last year, our rank was fourteenth. To state the obvious, this means that, in 1978-79, only thirteen libraries in all of the United States and Canada acquired more volumes than did ours. Thus, after lagging for many years, our acquisition rate is finally back to what it should be.

The final heading is PEOPLE.

A key factor in the excellence of the University's library is the many competent and dedicated people who make it function. Obviously, I cannot name them all, but I do wish to name those who have assumed leadership roles in the past decade. (For reasons that will be obvious, I name them in reverse alphabetical order.) First, Carolyn Wallace, who became Director of the Southern Historical Collection in 1975; then Paul Koda, who became Curator of Rare Books in 1975; H.G. Jones, who became Curator of the North Carolina Collection in 1974; Sam Hitt, who became Director of the Health Sciences Library in 1976; and, finally, my dear friend and valued colleague, Jim Govan, who became University Librarian in August of 1973. Persons such as these will assure the continued excellence of the University library.

Years ago, Thomas Carlyle wrote that "The true university. . .is a collection of books." While I believe that Carlyle overstated the case somewhat, I am persuaded that a central factor in the greatness of the University at Chapel Hill is the excellence of its library. For remember what this place is principally about. It is a place where young men and young women come to learn a great deal more about the world in which they live and the peoples who inhabit it with them and to learn, also, a great deal more about themselves—who they are and what they are and, more importantly, what they are capable of becoming. And, surely, in their striving to grow greater in matters of the mind and the spirit, the library plays a vital role; for, as Carlyle also wrote, "All that mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of books."

The Friends of the Library

Life Members Elected in 1980

Mrs. Isaac T. Avery, Jr.

Mrs. Isaac T. Avery, Jr., gave the Benjamin F. Long Papers and the Williams McKendree Robbins Papers to the Southern Historical Collection. She has provided notable assistance in acquiring additional papers of the Robbinses from other members of the family for the Southern Historical Collection.

Mrs. Marjorie N. Bond

Mrs. Marjorie N. Bond donated a large group of books to the Rare Book Collection. They included reference books about eighteenth-century England and special press books, most notably the imprints from the private press of George Parker Winship. Mrs. Bond also contributed several books of English literature.

Alfred Brauer

Dr. Alfred Brauer, Kenan Professor of Mathematics, Emeritus, has been called the ''Father of the Math-Physics Library,'' which bears his name. Dr. Brauer, who retired in 1966 after twenty-four years on the University's faculty, started the library in the early 1940s and was re-

sponsible for its growth. Brauer used his knowledge of the European book market and scholarly publications to develop the library.

Mrs. Algernon L. Butler

Mrs. Algernon L. Butler gave a substantial body of papers of her late husband, who was Senior Judge of the United States Court for the Eastern District of North Carolina. The papers will be housed in the Southern Historical Collection.

F. Stuart Chapin, Jr.

As chairman of the Planning Library Committee for several years, Mr. Chapin, Alumni Distinguished Professor, Emeritus, gave invaluable advice and direction in the development of the Planning Library's collections. He had a deep interest in building the library's resources and donated many books and papers to it. The Department of City and Regional Planning honored his service and generosity by naming the library after him.

Edward G. Holley

As Dean of the School of Library Science since 1972, Edward Holley has helped the library science program become outstanding in the country. His personal gifts of books and research materials have been of great benefit to students and faculty.

Walter M. Hooper

The Rev. Walter M. Hooper donated over two hundred books from the library of C.S. Lewis to the Rare Book Collection. Most of the

books are annotated or indexed by Lewis; several are presentation copies to him by such noted authors as Dorothy Sayers.

Maynard M. Hufschmidt

Dr. Maynard M. Hufschmidt, Professor Emeritus, was a valued friend of the Planning Library while a member of the University's faculty. He established a major collection on environmental planning in the library before the popularity of the environmental movement began. He also contributed many of his own books and periodicals to the library.

Broadus Mitchell

Dr. Broadus Mitchell, distinguished scholar, Emeritus Professor at Hofstra University, gave an important addition to the papers of his father, Dr. Samuel Chiles Mitchell, and more recently has given a significant group of his own papers to the Southern Historical Collection.

George Mowry

Dr. Mowry, retired Kenan Professor, donated a large collection of books to the library. The materials represent his wide-ranging scholarly interests, with special emphasis on American history since 1900.

William S. Newman

Dr. Newman, Alumni Distinguished Professor of Music, Emeritus, has provided interest and support for the Music Library since his arrival in 1945. Helpful in finding sources of financial support, he has also been generous in his donation of materials.

Jerrold Orne

Dr. Orne, former University Librarian and Professor in the School of Library Science, donated a large number of his books to the Library School Library.

John A. Parker

Mr. John A. Parker, Professor Emeritus, worked hard to create a departmental library. He succeeded in obtaining official recognition for the Planning Library in 1970. And at his retirement in 1974 he donated many important journals from the American Society of Planning Officials and the American Institute of Planners.

Mark L. Reed

Professor Mark L. Reed gave three valuable, early printed leaves to the Rare Book Collection. One was from Caxton's printing of the *Polychronicon* (1482); two were from Fisher's *Sermon* against Luther (1521), with de Worde's publisher's device. He has worked actively to build the library's collections.

Philip Schinhan

Mr. Schinhan donated a valuable collection of art books to the Art Library. The books were from the library of his late father, Jan Philip Schinhan, Professor in the University's Music Department.

Marion A. Wright

A prominent lawyer and civil rights leader of South Carolina now living in North Carolina, Mr. Wright was influential in the deposit of

the Penn School Papers with the Southern Historical Collection and also has given his own personal papers.

—William Z. Schenck
Executive Secretary

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Mrs. Isaac T. Avery, Jr.
John Burgwyn Baker
Mrs. Marie M. Barrett
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The Friends of the Library

The University of North Carolina
at Chapel Hill

The BOOKMARK is published by the Friends of the Library of the University of North Carolina at Chapel Hill. All active members of the Friends receive *The BOOKMARK.* Application for membership to the Friends is available from: The Friends of the Library, Wilson Library 024A, University of North Carolina, Chapel Hill, North Carolina 27514 USA.

Friends of the Library

The Friends of the Library of the University of North Carolina at Chapel Hill is an organization dedicated to supporting the Library of the nation's oldest state university. As one of the oldest groups of its kind in the country, the Friends has played a vital part in the development of the Special Collections and the general Library. All alumni, faculty, students, and acquaintances of the University are encouraged to continue to support their Library.

Membership is available to all who wish to share in the cultural richness of a great Library and University. Applications for membership may be obtained from:

Friends of the Library
University of North Carolina
Wilson Library 024A
Chapel Hill, NC 27514 USA

Student members pay $5.00 annually; associate members $10.00 annually; sustaining members $25.00 annually; patron members $100 annually; Life Members give $5000 in money, books, or manuscripts.

The Friends of the Library welcomes gifts and endowments. Please address inquiries about membership or donations to the Secretary.

Needs for the Future

The Southern Historical Collection needs generous support from friends and benefactors. The achievements of the past fifty years were based upon such support, and the continuation of that sustaining spirit is essential to maintain the distinguished reputation and dynamic character of the Southern Historical Collection. With such help, and the opportunity that enlarged and improved facilities in the renovated Louis Round Wilson Library will provide, it could be, as Professor J. Carlyle Sitterson suggests, that the best is yet to come.

Friends wishing to contribute to the development of the Southern Historical Collection in the next fifty years may be interested in the following list of needs:

1. Manuscripts of Southerners of all periods, occupations, and stations in life.
2. Additions to the Southern Historical Collection Trust Fund, the endowment fund established in 1930 by Sarah Graham Kenan to provide support for the Collection beyond that possible from state appropriations.
3. Furniture for the area assigned to the Collection in renovated Wilson Library. Friends who have nineteenth-century pieces, preferably associated with persons whose papers are in the Collection, that they are willing to contribute for display and use are invited to offer them for consideration by the designers in charge of the furnishing and decoration of the renovated building.

The Bookmark
51 & 52

FIFTIETH ANNIVERSARY

SCHOOL OF LIBRARY SCIENCE

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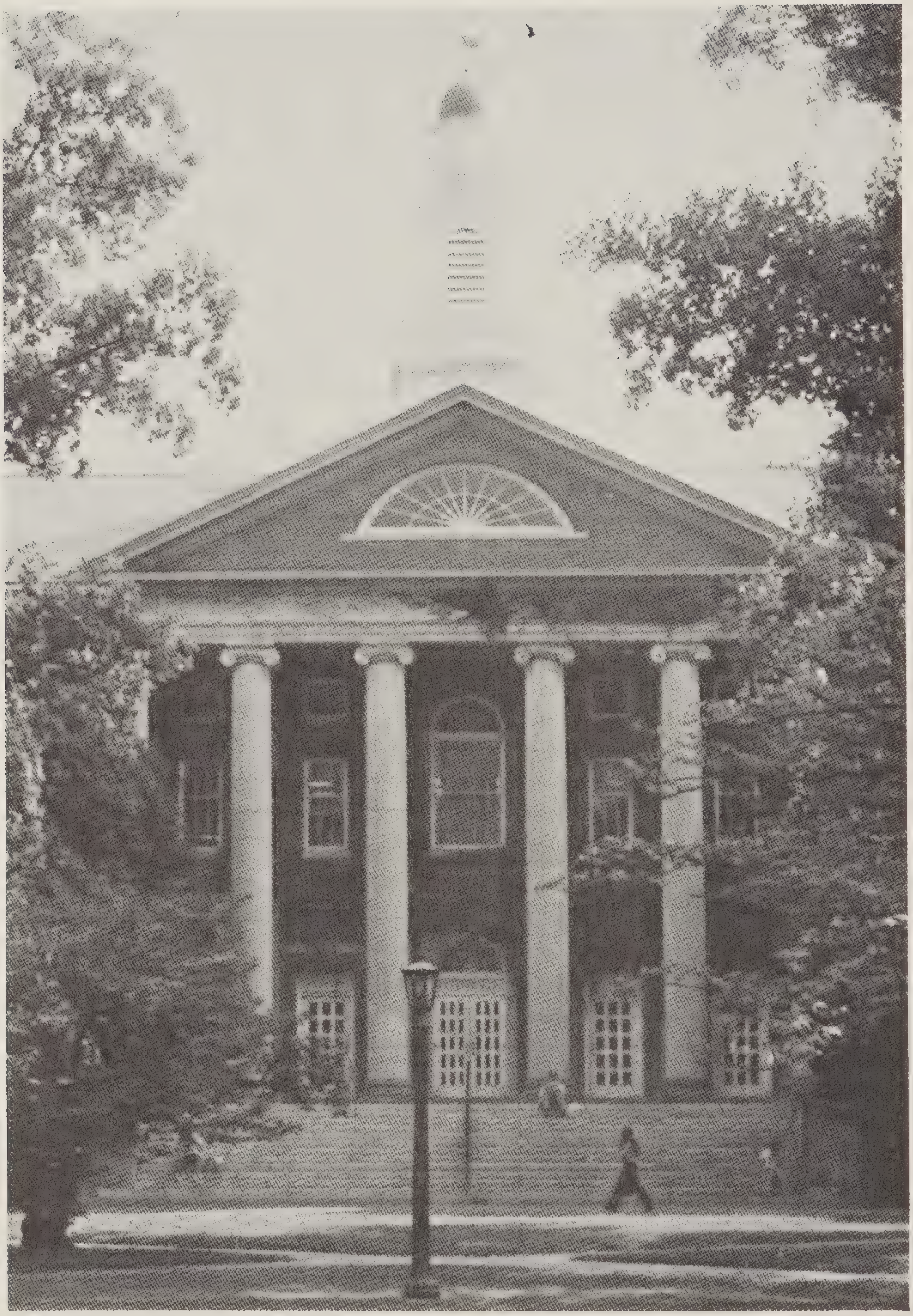

Manning Hall, The School of Library Science

The Bookmark 51 & 52

Fiftieth Anniversary
School of Library Science

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Contents

Foreword

As one who enjoyed these lectures delivered at the School's Fiftieth Anniversary Celebration, 25–28 March 1981, I welcome their appearance in *The Bookmark*. Not only does publication of most of the papers enable us to reach a larger audience of colleagues and friends; such distribution also provides the more than 340 persons who attended the symposia an opportunity to read and be challenged again by the speakers' remarks.

In fifty years of service to librarianship, the School of Library Science has undergone many changes. However, one goal has remained constant: "sending out trained librarians . . . to tap the vast reservoirs of human knowledge." That happy phrase of the School's founder, Louis Round Wilson, reminds us of our task and our duty. Our Fiftieth Anniversary Celebration, with its emphasis upon research in librarianship and developments in library education during the past decade, also reminded us of how well our alumni and faculty have contributed to the fulfillment of Dr. Wilson's goal.

Paper and ink, of course, can scarcely capture the impact of our celebration upon the participants. Many stated that this was one of the most rewarding conferences they had ever attended. The speakers stimulated vigorous discussions, both immediately after the presentations and subsequently at the coffee hours and in corridors of the Carolina Inn and Manning Hall. As one alumna said after a late afternoon session, "I am proud to be a graduate of a School with a program like this."

I want to take this opportunity to thank all our speakers, especially our visitors, Drs. Kaser, Dougherty, Lynch, and Davis, who came great distances to share with us. Included in my thanks are the alumni and faculty whose papers are not printed here. Their presentations, while not designed for publication, nonetheless contributed much to our understanding of research and library education. As a part of the record of our celebration, we have included a copy of the program as an appendix.

Let me thank, too, our alumni association, whose support and partici-

pation made our four days possible. A look at the past can sometimes result in pure nostalgia. Our celebration, though it had a place for nostalgia, was not a wish for the "good old days." Rather it was an appreciation for the School's continuing success in "sending out trained librarians . . . to tap the vast reservoirs of human knowledge."

Thus our goal and that of Dr. Wilson remain the same and provide continuity for what we as a faculty try to achieve. Whatever the phrase used in the future, "librarians," "media specialists," "information professionals," we expect that this School will continue its outstanding record of educating those who assist society in collecting, organizing, and using graphic records in all formats.

We publish here another contribution to fulfillment of our aim.

Edward G. Holley, Dean
School of Library Science
University of North Carolina
at Chapel Hill

Preface

IN THE HISTORY of libraries and librarianship the development of special collections for scholarly research and the founding of library schools to inquire into the best ways of organizing information began during the early years of the twentieth century. The University of North Carolina at Chapel Hill was a pioneer in both areas. It therefore comes as no surprise that 1980 saw the fiftieth anniversary of the Southern Historical Collection in Wilson Library and that 1981 saw the fiftieth anniversary of the School of Library Science in the University.

Part of the celebration for the Southern Historical Collection was the publication of a special issue of *The Bookmark* that included papers and speeches delivered during the several events that marked the Collection's year-long celebration. Appropriately, the fiftieth anniversary of the Southern Historical Collection coincided with the fiftieth issue of *The Bookmark*, and it was gratifying to have *The Bookmark* celebrate its own achievement by publishing the longest issue since it first appeared in 1944. The unqualified success of that issue prompted the suggestion that another special issue be published to record the papers given during the fiftieth anniversary of the School of Library Science.

So we have. And for several reasons beyond the simple recognition of the passing of a traditional milestone. One important reason is that the School of Library Science is outstanding. A recent national survey ranked it third among graduate library schools in the United States, and there is every indication that it will continue to prosper academically in the future. Another reason for publishing the papers is to show the complex issues that librarians face every day. This complexity has been caused mainly by the enormous increase in information that has occurred in the second half of the twentieth century. Matching the increase in sheer bulk of information has been a similar increase in the number of intellectual disciplines and subdisciplines to the point where a scientist or scholar may spend much of his or her professional life studying a single animal or a single novel. No library can hold all information, so librarians must

decide what kinds to acquire and what kinds to keep as well as how best to organize and retrieve it.

How different it was fifty years ago. Then the scholar went about his work enjoying such modern aids to research as the library card catalog and the manual typewriter. Today the manual typewriter has been replaced by the electric typewriter, and even that is now being pushed aside by the word processor. The card catalog is about to meet the same fate; it is being replaced by the computer and display screens on which information is "looked up."

Both the increased quantity of information and the new ways of storing and retrieving it have irritated if not worried many of us, especially those of us over forty who like to go quietly about our business, finding a book to read for pleasure or reflection. This is certainly still possible and will remain so as far into the future as one can imagine, for providing opportunities to read and to reflect has been and will always be the aim of libraries. What is changing is the means of *finding* information, and this is where the developing profession of library science is taking its biggest steps. It is important to realize that library science is a young profession. (To measure the importance of the Library School's fiftieth year we only have to remember that it is nearly half the age of the American Library Association, whose founding in 1876 marks the "official" beginning of the profession.) As a young profession it is only now beginning to fill its role as mediator between the multiple worlds of knowledge and information.

Every young, energetic profession has many voices identifying and describing issues and problems in the profession. These are the healthy sounds of intellectual experimentation and inquiry out of which come knowledge and wisdom. These same inquiries as well as reviews of published literature on library topics are represented by the papers given at the School of Library Science's Fiftieth Anniversary Celebration. By printing them here we hope that the issues facing librarians will become better understood; for knowing, as well as knowing how to know, is important to the university and to society alike.

Significance, Method, and Creativity in Library Research: Developments in the Past Decade

David Kaser

As I review the research that has been accomplished in librarianship during the 1970s and attempt to extrapolate its development into the 1980s, my attention is drawn and redrawn to three particular facets of it. These are significance, methodology, and creativity. It is my intention to discuss each of these three phenomena seriatim here today. My remarks will be entirely personal, ironically based not upon research but rather upon my own randomly collected and unscientific impressions of what I see and what I think I see. It will be my purpose to suggest that we are perhaps overemphasizing the importance of significance and methodology in library research while giving inadequate attention to creativity. I should be pleased if my comments would provoke us to consider reordering our priorities.

Significance in Research

What about significance in library research? Here is an issue that I frequently find doctoral students, and sometimes even colleagues—not only in librarianship, but in other fields as well—greatly exercised about. If we are going to invest one, two, three, or ten man-years in a project, should we not make certain that its results will be of importance to society? The standard question "So what?" that is asked at every doctoral defense

expresses an ambient social quest for a favorable cost-benefit equation, for an adequate quid pro quo. So also does Senator Proxmire's much publicized Golden Fleece of the Month Award.

But ought we as academic researchers to be concerned for significance? I would submit that at least in its popular definition, we ought not to worry much about it. Do the work you want to do, I would encourage it as an article of faith, and the significance will find itself. The question "So what?" should never be intended by us as a cynical dismissal of any serious and rigorous investigation, but rather as a proper and legitimate tactic in Socratic pedagogy. By "So what?" we should mean "Student, *find* the significance in your investigation," without ever doubting that significance is there. For significance is everywhere, waiting to be found. To scholars there are no such things as trivia; trivia are in the eye of the beholder. This has never been better articulated than by our own William Frederick Poole more than a century ago when, in commenting upon weeding library collections, he observed that "if the duty of cremating trash"—for trash, read trivia—"were delegated to one official, much would be destroyed; if delegated to a jury of twelve impartial cremators, nothing would be destroyed."[1] One man's trash, it would seem, is another man's treasure.

Sir Edmund Hillary may very well have had to concoct an argument based upon applied relevance in order to get the grant to pay for oxygen tanks and Sherpa porters, but in the last analysis he climbed Mount Everest not because of any practical benefit but because it was there. Likewise George Willig, that intrepid and exciting adventurer who climbed to the top of the World Trade Center five years ago, invented his climbing mechanism for no purpose at all other than to enable him to accomplish his incredible feat. It was not until later that entrepreneurs sought options on this device with the thought of applying it to the very practical problem, not of scaling tall buildings, but of descending from them when they are on fire. Significance will find itself.

Thirty years ago two doctoral students at Berkeley set out to determine if they could recreate artificially all of the primordial environmental conditions that existed at the origin of this universe. At the time they could foresee no practical benefit of this research, yet today their work has become the point of departure for the myriad scientists who are engaged in trying to generate life in the laboratory. I suspect that like truth and murder, significance will out.

Poets are especially adept at seeing significance. Wordsworth pitied

Peter Bell because he could not see beyond the phenomenon itself. "A primrose by a river's brim," the poet marveled at poor Peter, "A yellow primrose was to him," only this and nothing more.[2] Any such clod obviously deserves our compassion. Tennyson opined that the full meaning of his "Flower in the Crannied Wall" would extend to the Eternal Verities themselves.

Our confreres in library practice especially are often impatient with our research because it so seldom seems to be directly and immediately applicable to the real-world problems that threaten so often to overwhelm them. They would like to be able, it sometimes seems, to plug in every dissertation as soon as it is completed and use it to solve one of their problems, improve a service, cut a cost, add a capability. I suppose that this is what they should want, as this is what society is paying them to do. This is certainly what I wanted, when I was in library practice.

While understanding their motivation and sympathizing with their concern, however, I believe that academic researchers should take care to find and preserve a certain detachment from the applied world. We should take care to fend away pressures from any direction—government agencies, funding sources, the press and public, or Senator Proxmire—that would distract us from our purpose of providing a continuing flow of understanding of the phenomena related to, or of potential relationship to, librarianship in its broadest definition. Some of our investigations will have more apparent significance than others, some will have more immediate applicability than others, but such matters should have no influence whatsoever upon the topics we choose to investigate. The projects of academic researchers should arise solely out of their individual drive to understand. Writing recently of Voyager I's visit to Saturn, columnist George Will expressed very well the necessity of leaving researchers free from practical cares: "Extraordinarily useful discoveries have flowed from the fanciful, playful, serendipitous elements of scientific research, from the pure pleasure"—for pleasure, I would substitute drive, the inexorable will to understand—"of discovery pursued without a thought to practicality. It is the height—or depth—of hubris to imagine that we know what it is that we need to know."[3]

So much then for significance in research. If by "significance" we mean either obvious application or dollar return on society's investment, it ought not to be a criterion for evaluation. If on the other hand the term embraces also the psychic rewards of fulfilled curiosity and the adventure of broadened understanding—as John Keats pictured Balboa, whom he

mistakenly referred to as Cortez, "Silent, upon a peak in Darien," staring for the first time at the Pacific Ocean—it is a sine qua non.[4]

Methodology in Research

We talk much of methodology in library research, perhaps because being a profession rather than a discipline, our field has no research method that is uniquely its own. It is ironic, I suppose, that the method that comes closest to belonging uniquely to librarianship, the bibliographic method, is eschewed by us so vigorously that by our default, bibliographical research when it is done at all is most often accomplished by literary historians. Since librarianship, however, brushes against virtually all other disciplines and fields in the sciences, the social sciences, and the humanities, it is at once our blessing and our bane that we should live by parasitic utilization of everyone else's methodology.

This is a blessing because it means that librarianship can move forward concurrently on a breathtaking range of fronts. Consider for a moment the diversity of methodologies available to us, methodologies that have enabled our field to benefit from the chemical researches of W. J. Barrow, the comparative investigations of J. Periam Danton, the historical skills of Jesse Shera, the mathematical expertise of Michael Buckland, the statistical sophistication of Pauline Atherton, the bibliographic studies of Curt Bühler, and the empirical analyses of Jean Perreault. We use with impunity the methodologies of engineers, archaeologists, political scientists, literary critics, accountants, and biologists to extend our understanding of our profession and its role in society. Has ever any other field been able to apply so wide a spectrum of investigative techniques? I doubt it. Excitement, vigor, cross-fertilization, and the constant élan of discovery not only of new facts but also of new methodologies galvanize our laboratories. These are benefits devoutly to be cherished.

But difficulties of a number of kinds also flow from this wealth of research styles. First, perhaps, is that cumulation in our research seems to come painfully slow. We sometimes envy disciplines possessed of single-mindedness wherein researchers can slap brick upon brick, complete a wall, and get on with another. In library research, however, we do not build with bricks of uniform size, shape, color, and texture. Our work might better be likened to fashioning a mosaic out of myriad chips of

varicolored stone in diverse shapes, each with its place, toward an ultimate fulfillment that is vastly slower to attain. For solace we can remind ourselves, I suppose, that most mosaics are probably more beautiful than most walls, but we do yearn for a kind of neatness and compactness in our aggregate research that we seem destined never to enjoy.

A second problem that springs from our diversity of method is the difficulty of teaching it to students. We cannot begin to teach all the methods that library researchers could and do use; in fact, I doubt that anyone knows enough to teach them all. As a result, we tend to teach one or two currently fashionable methods and ignore others, a practice that may be foreshortening our students' vision of what is needed and possible and therefore skewing their work into more conventional and perhaps less rewarding channels. I do not know what to do about this matter. At Indiana, as I suppose is done in many library schools, we encourage our doctoral students to take methodology courses wherever in the university they see something that is of potential benefit to their own investigations. Not infrequently this results in a doctoral student's knowing his particular methodology better than any member of the library school faculty, a situation we resolve by conscripting a scholar from that discipline into the student's committee. This helps, but it solves the problem only partially.

A third debilitating result of the lack of focus in our research method is that it tends to impede communication among us. The more methodologies we absorb, the taller becomes our methodological Tower of Babel, and the more difficult it becomes for us to talk one to another. As a result we lose our sense of community, of common purpose, and we break up into invisible colleges and subsets, each with its own patois of motivations, rewards, and limited vision of our social responsibility as abettors of librarianship. Of itself this is not all bad, but unfortunately it too often leads to the fourth, and perhaps the most damaging, result of variant methodologies.

This fourth result is a rise in petty competition among us where there should be cooperation, scorn born of ignorance where there should be respect, and small jealousies where there should be admiration. We are not the only discipline that has experienced internal dissension from multiple methodologies. Literary scholarship was wracked for decades by the feckless haggling between the historical critics and those who are still called the "new" critics although they have now been around for more than three-score years. The field of psychology has torn itself apart over

questions of methodology, and taxonomists and molecular biologists have bickered over the matter as well.

Each methodology in or out of librarianship tends to define research in a way so delimited that no others can measure up to it—like the fable of the blind men describing the elephant. It would help keep us humble if we were to remind ourselves constantly that fulfillment of a method is not our purpose. Understanding is our purpose, and important as method is, it is only a technique for attaining understanding. This is not something we do not know, but rather something that in the heat of enthusiasm we sometimes tend momentarily to forget. If I were king, I would decree that a sign be placed above entries to all our research laboratories, reading Understanding Is Our Common Purpose.

Creativity in Research

I am apprehensive that our excessive preoccupation with method in library research may well result in too little attention to creativity. There is a pervasive impression, at least among laymen, that creativity has no place in the research arena—that creation on the one hand and scholarship on the other are two totally different phenomena that should be applied in totally different universes by totally different workmen governed by totally different natural laws. We speak glibly of scholarly writing and creative writing as though the two have nothing in common. This dichotomy sometimes even invades the academy itself, where musicologists, for example, seldom find a common bond with applied musicians and where well-groomed and meticulous art historians tend to shun the company of less predictable and often unkempt studio artists with paint on their hands.

I would contend, however, that the separation is unwarranted—that fine research must have much of creativity in it, that the difference between excellence in scholarship and humdrum, dry-as-dust investigation is the difference between a Picasso on the one hand and, on the other, a Rock City advertisement painted on the side of a barn. I would argue for more creativity in scholarship rather than less. We must be careful that in our concern for method, we do not raise up a generation of library scholars who, as happened to five hundred years of Byzantine painters, are able to ply their sterile skills only in accord with a previously agreed-

upon manual of accepted practice. We should take care, it seems to me, to coach ourselves and our future colleagues not only in methodology concerning brush techniques and preparing a canvas, but also in what to look for in nature that requires our attention.

Exciting new studies of the split functions of the human brain may enable us soon to be more effective in our efforts to encourage creativity in library research. We have come recently to know that our left brain controls our literal, rational, logical thinking (our ability to be methodical, if you will), whereas our right brain controls our ability to analogize, synthesize, contrast, and conceptualize, and that the two sides tend not to communicate easily with one another. Both sides of the brain possess the same knowledge, but they use that common knowledge differently. Thus far conventional education has been almost entirely oriented toward developing our left-brain capacity to think in logical steps rather than toward disciplining any kind of structured, functional divergence in our right brain. Yet Yale professor of psychiatry Albert Rothenberg points out that great artists *and* great scientists draw very heavily, almost subconsciously (often thinking of it as "inspiration" or "intuition"), upon their right-brain capacity to deal with contradictions and antitheses. He calls this ability to make maximum use of both brains Janusian thinking, after the two-faced Roman god that could look in different directions at the same time.

This right-brain ability to integrate opposites has been the wellspring of creative leaps in all fields of human endeavor. Albert Einstein called it "the happiest thought of my life" when in 1907 he first recognized that a body could be concurrently at rest and in motion, a principle essential to his later general theory of relativity.[5] James Watson related how, after countless unsuccessful attempts to construct a model of the DNA molecule, he suddenly became aware that the two chains of the double helix had like, *but opposite*, characteristics.[6] In comparing J. Alfred Prufrock to "a pair of ragged claws scuttling across the floors of silent seas," T. S. Eliot attained a kind of felicitous harmony between seemingly cacophonous elements.[7] This is what Samuel Johnson called a "*discordia concors*; a combination of dissimilar images," wherein "the most heterogeneous ideas are yoked by violence together."[8]

Research in librarianship, as research in any field, begins with problem recognition, and problems are the result of just such seeming contradictions as concern poets and artists. Enigmas, paradoxes, perplexing states, intersecting propositions that contravene accepted generalizations, all

result in problems subject to investigation. Great scholars, however, as great poets, must be able to see relationships, analogies, syllogisms, reconciliations, and integrations more clearly than those of us less gifted. Both poets and scholars must cast widely through their experience, through the sea-changing flotsam and jetsam of their minds, for the raw materials of their comparisons and contrasts; because just as poets make metaphors out of relationships, scholars fashion hypotheses out of relationships. Just as Niels Bohr, with creative right-brain brilliance, posited the solar analogy in order to comprehend the inner construct of the atom, so must library researchers seek wide for apt relationships that can help us hypothesize about the library universe.

Without this ability to see relationships, would-be researchers languish. Unless one can see the problem, whether with Matthew Arnold clearly and whole or with Saint Paul "as through a glass darkly," all the methodological skill in the world will avail naught. All who have worked with fledgling scholars have observed how exceedingly difficult it can sometimes be for them to juxtapose propositions in the formulation of a problem. How easy it is for them to identify problem areas, but how hard it can be for them to recognize a single problem within problem areas. They can state with alacrity that they want to write their dissertations "in the area of bibliographic instruction" or "in the area of library evaluation," both problem areas to be sure, but they can then spend months trying to perceive a single problem out of the mass of problems. To reverse the traditional adage, they cannot see the trees for the forest.

We are often tempted to aid them by giving them a problem. Why not do this, we say, or that? But this seldom if ever truly works, because no one ever writes really well on someone else's problem. Twenty years ago two colleagues and I, distressed by the inability of young researchers to find dissertation topics, produced a book entitled *Research Opportunities in American Cultural History*, which attempted to identify five hundred dissertation topics lying virgin to the researcher's plow.[9] It was a fair book, but it never fulfilled our naïve purpose because true researchers can usefully address only problems that they themselves perceive and are therefore driven to solve. When Democritus said that he "had rather solve a single problem than become king of Persia," I have no doubt that he meant a problem of his own recognition rather than any number of issues perceived as problems by others. For this same reason the recent work entitled *The Encyclopaedia of Ignorance,* which attempts to describe

the obverse of human understanding, seems less likely to inspire research than is the *Encyclopaedia Britannica.*

There is a human imperative at work here. Necessity is not the mother of invention, nor is indolence, accident, avarice, or any of the other conditions to which its causation is so often ascribed. Curiosity alone—the overriding compulsion to know—appeals to me as the single motivation to human progress on and off this planet, but curiosity always about "my" questions rather than those of others. This phenomenon may well explain much else about library research. It may explain, for example, why invited papers are usually less exciting than papers volunteered to an editor, or why research done in response to requests for papers so seldom attains the heights of self-motivated investigations, or why high-quality, absorbing studies are seldom produced under the duress of the "publish or perish" threat. The best library studies, like the best novels, result when their authors have something they *must* say.

If, then, we cannot assign problems to apprentice scholars, what if anything can we do to help them learn to recognize problems when they see them? I think we can do two things. The first is to put them where the problems are, to immerse them in data sources as it were, to keep them in an environment where problems abound and where solutions are being found. Serendipity may be an inherent trait, or it may be the luck of the draw, but it *is* real, and the probability that it will come into play can be enhanced by appropriate strategies. I consider it significant that Walpole's three princes of Serendip, in the tale whence this word came, were not sitting at home waiting for good things to happen. Instead they were on the road, where the action was, watching for things to happen and putting themselves into condition to recognize the significance of events and circumstances that others might already have passed over. True serendipity for researchers, I would submit, is not blundering into a problem but rather assiduous problem-seeking. How many scholars had sought Boswell's papers before Chauncey Brewster Tinker tracked them down at Malahide Castle? How many bibliographers had pawed over T. J. Wise's ingenious forgeries before Carter and Pollard noted their kerned *f*'s and their esparto grass paper? How many archeologists had sunk trenches into Anatolian middenheaps and tumuli before Heinrich Schliemann successfully uncovered Homer's Troy? All were traveling well-worn roads, but all were sufficiently imbued with their material to be able to recognize a significance in their discoveries that others had passed by.

The second thing we can do to encourage problem recognition is to give our students plenty of practice at it. I once took a senior honors course in college intended to develop professional authors. One assignment in that course changed my view of life, death, and immortality. We had to write a paper a day for thirty consecutive days on topics of our own choosing. At first this looked easy. On the first day, I wrote about the most important event in my life. On the second day, I wrote about the second most important; on the third—and so on. After about a week, however, I had no more important things to write about, and I was having to approach the assignment very differently. I was having to seek out topics diligently. By the end of the thirty days, I had come to realize that theme topics were everywhere. Everything that came to any of my senses was a potential theme. The world, the universe, was one large theme waiting to be written.

I can think of no better example of this experience than Thomas Henry Huxley's magnificent lecture entitled "On a Piece of Chalk." Although inspired by so homely an object as, to quote Huxley, "the bit of chalk which every carpenter carries about in his breeches-pocket," the lecture proceeds to inquire, "What is this wide-spread component of the surface of the earth? and whence did it come?" The result is one of the most lucid and analytical geological treatises ever written.[10]

Can we teach this ability to see problems everywhere, as Constantin Stanislavski taught his pupils to see themselves in every role? For many years, his whimsical admonition to young actors has stuck with me: "Be a platter, be a bed; / Be a spool of purple thread." It is ironic that what I here call creativity, Stanislavski called method. But regardless of definition, I do believe that we can make our students more aware than we have done of the nature and ubiquity of problems. I now have my doctoral students identify a problem a day for thirty days, and by the end of the month, they see problems everywhere. "We are adrift," they wail, "in a sea of problems."

These then are two simple techniques that I believe aid some young scholars to overcome the common ailment of problem myopia: immerse them in data, and require practice of them in problem recognition. This is precious little, and we should strive to find additional and more effective ways to attain this end. We can aspire to benefit soon from current investigations into the left-brain–right-brain dichotomy. It is an irony of ironies that I am as impatient to apply the results of those investigations to our work as library practitioners are to apply the results of our studies,

the situation upon which I animadverted earlier in this paper. That, I suppose, is the nature of the human comedy.

These then are the matters regarding library research that I felt constrained to disburden myself of tonight. Significance is to me important only in its broadest definition, embracing psychic rewards to any human being. Methodology is to me important only as a means to an end and is never to be mistaken for an end in itself. And creativity is to me, although as elusive in the laboratory as it is in the studio, an essential but often overlooked component of good scholarship. The quality of library research in the 1980s, it seems to me, will depend in part upon our ability to hold these first two characteristics in proper perspective while at the same time redoubling our efforts to bring greater creativity into our own work and into the work of our doctoral students.

Notes

1. "Proceedings of the Conference of Librarians, London, October 2nd, 3rd, 4th, and 5th, 1877. Third Sitting, Wednesday morning, October 3rd, at 9:30," *Library Journal* 2 (1877): 257.
2. William Wordsworth, *Peter Bell, A Tale in Verse* (London: Longman, Hurst, Rees, Orme, & Brown, 1819), p. 19.
3. George Will, "Keeping in Touch with Titan," *Washington Post*, 20 November 1980.
4. Quotation from "On First Looking into Chapman's *Homer*," *Complete Poetry and Selected Prose of Keats*, ed. Harold E. Briggs (New York: Random House, 1967), p. 35.
5. Quoted in Albert Rothenberg, "Creative Contradictions," *Psychology Today* (1979): 55.
6. James D. Watson, *The Double Helix: A Personal Account of the Discovery of the Structure of DNA* (New York: Atheneum, 1968).
7. Quotation from "The Love Song of J. Alfred Prufrock," in *Catholic Anthology 1914–1915* (London: Elkin Mathews, 1915), p. 6.
8. Samuel Johnson, *The Lives of the Most Eminent English Poets . . .*, 4 vols. (London, 1781), 1:29.
9. John F. McDermott, ed., *Research Opportunities in American Cultural History* (Lexington: University of Kentucky Press, 1961).
10. The 1868 lecture is included in *Discourses Biological and Geological—Essays* (New York: D. Appleton & Co., 1897), pp. 1–36; material quoted here is found on pp. 3, 4.

Research on the Public Library, 1970–1980

Mary Jo Lynch

MY ASSIGNMENT today is to speak about research done in the past decade that focuses on the public library and how it serves the public. The past decade has been a rich one in that regard. I won't try to deal with all of that richness. Instead I will comment on a few studies that are, in my opinion, of major importance for the future. Before I talk about the studies I'd like to set the stage by discussing a definition of research, a paper by Guy Garrison that is related to the one I am giving, and a report by Allie Beth Martin that demonstrates how leaders in the public library community view research—or did in the early 1970s.

First, the definition. As you well know, if you've ever taken a course in research methods, there exist many different and sometimes conflicting definitions of research. Let me give you mine formulated for the introduction to a 1979 publication of the American Library Association's Office for Research, *Current Research Interests and Related Activities: A Directory of ALA Units*, in which we describe several different types of projects that an ALA unit might undertake. One of those types, research projects, are "those which pose a question, gather data through objective methodology and analyze this data systematically so as to produce an answer to the question."[1] That is the definition which guided me as I selected studies to discuss this morning.

Guy Garrison used a different and much more operational definition of research in preparing his paper "Trends in Public Library Research in the 1970s" for presentation at a meeting of the Library Research Round Table in Dallas. The paper was later published in the spring 1980 issue of *Public Libraries* and I recommend it to you highly.[2] Garrison located 193 studies that met his criteria for research. What he did in the paper was to discuss,

not the results of this research, but what he called the demographics: "who did the work, where it was done, who paid, what subjects were covered, what format the end products took, and how well the results were disseminated."[3] We won't deal with those demographics this morning. Instead, my aim is to talk about what was done and what was learned in a small number of studies.

One more preliminary matter. Although researchers and practitioners don't always agree on the value of research, it is important to note that the public library practitioner community recognized the importance of research at an early point in the 1970s. It happened in a project known as the Proposed Public Library Goals Feasibility Study, which grew out of a concern, in the late 1960s, that public libraries had lost their sense of direction. There was some feeling that a repeat of the Public Library Inquiry was needed. The *Inquiry,* a series of studies by social scientists who examined various aspects of library service in the late 1940s, was directed by the Social Science Research Council with support from the Carnegie Corporation of New York.[4] It had given public librarians a useful base for action in the 1950s and 1960s. The momentum was dying, however, and the questions of the day were, Do we need another *Inquiry*? and If not, what do we need?

The Proposed Public Library Goals Feasibility Study was designed to examine those questions. It was coordinated by Allie Beth Martin, director of the Tulsa (Oklahoma) Public Library and soon to be president of ALA. Project staff performed a literature search, interviewed both nonlibrarians and librarians (including many who had been involved in the original *Inquiry*) and sent questionnaires to several groups of librarians. The report, published as *A Strategy for Public Library Change,* concluded that a new Public Library Inquiry was not appropriate and recommended, instead, a four-part plan of action to the Public Library Association Board.[5] It is the second and third of those four parts that concern us here. The second recommendation was that "a program of extensive research and investigation will be required to provide needed knowledge for effective performance."[6] This statement was followed by a one-and-a-half-page outline of research needs. The importance of the second recommendation was reinforced by the third, which advocated "continued coordination to insure wide dissemination of the results of the research, the development of prototypes and application in real life through demonstration."[7] Unfortunately, nothing much happened as a result of those recommendations—unless you count the fact that PLA

now has a standing committee on research and that the committee prepares a regular "Research in Action" column for PLA's newsletter, *Public Libraries*. It would be interesting to examine the body of public library research described by Garrison to see how much of it deals with needs identified in the *Strategy* report; but that is work for another day.

Our task here is to consider a few important studies, research of the 1970s that will, I think, make a difference in how public libraries operate in the 1980s. What I intend to do in each case is to note what was involved in the study, what it achieved, how it relates to similar work that preceded it, and why I think it is important.

Testing Reference Service

Let us begin with the unobtrusive testing of reference service conducted by Thomas Childers and first described in his Rutgers dissertation, "Telephone Information Service in Public Libraries."[8] This study was completed in 1970 and therefore barely makes it into the decade we are considering. I include it because it has been an important factor in thinking about reference service in the 1970s and also because Childers has continued to use and improve the technique developed in his doctoral study through work with many public libraries and library systems, most recently with the Suffolk County Library System in New York.[9]

Basically, the unobtrusive method consists of training confederates to ask a number of questions in each of several libraries in such a way that the inquirers and questions appear to be real ones. The people who pose as inquirers are carefully trained to ask the same question in the same way in each library and to record the exact response given by library staff. Those answers are judged according to preset criteria—Childers used a complex scale going from "no attempt to answer the question correctly" to "completely correct"—and a score is computed. For his dissertation, Childers compared the scores with certain statistics describing the library and found that higher scores were achieved by libraries that have more professional degrees per capita, larger total budget per capita, and greater number of books owned per capita. In later uses of the method, scores have been used in various ways depending on the objectives of the library or library system. Childers found in his doctoral study that libraries succeeded in answering questions correctly at between the 50 and the 60

percent level. In the recent Suffolk County test and in other tests done since the dissertation, the results were very similar. In defense of public libraries I must say that although this methodology has not been widely used in school and academic libraries, I would guess that results would not be very different.

Why do I think this work is important? From the perspective of library research, it is unique because it builds directly on a specific piece of earlier work in the field. Childers used and improved upon a methodology first tried by Terence Crowley, who preceded him in doctoral study at Rutgers. This pattern of research is common in the traditional academic disciplines but does not happen often in library science. Childers's work is a good example of why this situation is regrettable. Crowley had used an innovative technique. Childers made it better by tightening the methodology and trying things Crowley's experience had shown might be useful. His results increased the impact of Crowley's work and convinced many skeptics that the earlier results were not just a flash in the pan.

Together, Crowley and Childers added a whole new dimension to studies of reference service. Until they showed how unobtrusive testing could be used in library research, studies of reference focused on such things as types of questions asked, characteristics of the source used to answer them, and characteristics of the questioners. It was always assumed that the answers would be correct. Crowley and Childers overturned that assumption, and nothing has been learned since that would set it up again. They also led the way toward research that would examine reference service from a point much closer to reality than before. Since then, researchers have become much more imaginative about studying reference service, not from a page of hash marks or questions recorded by librarians at the end of a day, but up close, at the user/librarian interface. My own dissertation, which examined reference interviews in public libraries, was one of these studies.[10] I don't intend to discuss it today, because I don't think it is as important as some others, but I recommend it to you as a study that looks at what really happens in public library reference service.

Childers's work is important not only for what it meant to research on this topic, but also for what it meant to library reference service. It is important to note that Childers was not evaluating reference librarians in selected libraries, but reference *service* in those libraries. Questions were addressed to any staff member available and willing to answer them. Nevertheless, reference service is the responsibility of reference librarians,

and Childers's results have generated numerous discussions and speeches and workshops devoted to improving the way reference librarians answer questions.

Measuring Performance

A second study of the 1970s that will, I believe, make a difference is the work that resulted in a book called *Performance Measures for Public Libraries*, by Ernest DeProspo, Ellen Altman, and Kenneth Beasley.[11] That publication, which appeared in 1973, was an interim report on the Measurement of the Effectiveness of Public Libraries study conducted for PLA at Rutgers with the support of a grant from the Higher Education Act, Title II-B Research and Demonstration Program. I said this was an interim report. But you should know that there never was a final report because the work was never finished. The project as designed included five phases, but only three were ever funded. The easiest way to describe the project is to read from the report a brief description of those five phases:

> PHASE I
> 1. Reviewing previous efforts to assess effectiveness of library service as reported in the literature.
> 2. Analyzing present library statistical reporting systems and their applicability as indicators of effectiveness.
>
> PHASE II
> 1. Developing criteria which appear descriptive of the effectiveness of a public library program.
> 2. Developing a methodology for the data collection process for the selected criteria.
> 3. Collecting data in a small number of pilot libraries to test the feasibility of the method.
> 4. Establishing tentative ranges of performance for each criterion.
>
> PHASE III
> 1. Testing the criteria and methodology developed during Phase I in a sample of public libraries on a nationwide basis.
> 2. Preparation of a "profile" for each of the sample libraries.

PHASE IV

1. On-site visitations of some of the Phase II libraries to determine to what extent the measurement indicators developed coincide with professional judgment about the effectiveness of service provided by those libraries.

PHASE V

1. Detailed analysis and summary report.[12]

Although phases IV and V were never completed, the project made major contributions to thinking about the measurement of public library service. *Performance Measures* addresses at least three especially significant issues. The chapter entitled "Research on Library Performance" summarizes previous work on this topic succinctly and observes that "there is little in the literature which is applicable to public libraries, or which can be understood and implemented by the practicing librarian."[13] Clearly, then, there was a need for a special effort to devise methods for measuring the performance of public libraries that can be implemented by practitioners.

Another chapter, "Existing Library Statistics," reports on the application of stepwise multiple regression to federal and state public library statistics. This statistical test shows that "most of the data categories really 'measure' the same thing—money."[14] This analysis had not been performed before. It had been assumed that data on many different topics were useful in differentiating one library from another. This analysis proved that once you know the total budget, you can estimate the rest with reasonable accuracy. Again, it was clear that different kinds of measures were needed to discriminate among libraries.

Finally, the primary contribution of *Performance Measures* is in the chapters that describe a new approach to collecting data about a library—data that will measure not what people put into a library but what people get out of it. The methods in the manual are crude, but the approach is important. *Performance Measures* demonstrates that it is possible to devise practical methods of collecting data that say something about how a library delivers service. The work has inspired others to make the methods more sophisticated. For example, reports of statewide tests in both Illinois and New Jersey describe efforts to clarify definitions and procedures so that libraries can follow the instructions easily and collect comparable data. The report of a more recent attempt to use

Performance Measures in a Canadian public library also reports on ways to improve the methods.[15]

Currently there is a project underway in PLA that is a direct descendant of *Performance Measures for Public Libraries.* At a special meeting in Chicago last December, the PLA Goals, Guidelines and Standards Committee formulated the following statement of purpose:

> Because PLA has a concern for library effectiveness, the Goals, Guidelines and Standards for Public Libraries Committee will promulgate consistent methods to measure the output of library activities.[16]

The committee plans to take the following actions to reach their goal:

1. Prepare a draft of a manual on performance measures for public libraries.
2. Review draft with test libraries in the field.
3. Publish manual and establish procedures for collection of consistent data.
4. Encourage libraries to use measurements by contacting:
   State library agencies,
   Library schools,
   American Libraries, Public Libraries, . . .
   City Managers Associations, National Association of Counties, and National Association of State Legislators.[17]

The committee intends to work toward the collection and publication of national data that are valid and reliable enough to be used for the meaningful comparison of one library with another.

It is clear that the *Performance Measures* project generated important activity within the public library community. Why do I believe the study which started this is important? Because public librarians have become increasingly aware that like all institutions funded with tax dollars, they must be able to report in hard numbers just what it is that they provide to the people of a community. It is no good to protest that this cannot be done, that the value of the right book at the right time is intangible and cannot be measured. We must devise what Peter Drucker would call "proximate measures" of what we do for people in public libraries and collect data to substantiate our claims. Drucker is quite eloquent on the importance—in all institutions that serve the public—of having not just

long-term goals that are intangible but short-term goals that can be measured.

> "Saving souls" as the definition of the objectives of a church is intangible. At least the bookkeeping is not of this world. But church attendance is measurable. And so is "getting the young people back into the church." "The development of the whole personality" as the objective of the school is, indeed, intangible. But "teaching a child to read by the time he has finished third grade" is by no means intangible and can be measured easily and with considerable precision. . . . Achievement is never possible except against specific, limited, clearly defined targets, in business as well as in a service institution. Only if targets are defined can resources be allocated to their attainment, priorities and deadlines set, and somebody be held accountable for results.[18]

Performance Measures and the related studies and efforts it has inspired are helping the public library community develop the measures of output that are needed to document achievement of service goals.

A related study was performed in England during the early 1970s, the Hillingdon Project on Public Library Effectiveness. Supported by grants from the Library Association, the London and Home Counties Branch of the Library Association, and the Polytechnic of North London, the project investigated the public's view of the public library in one community, Hillingdon, the third largest of the London boroughs. The report of this research, aptly entitled *The Effective Library*, includes some of the most incisive comments I have seen anywhere on the concept of library effectiveness and its importance to library management.[19] It begins with the standard community-survey type of information about Hillingdon and then presents an analysis of the needs of the community and how the library meets those needs. This latter information was collected by means of three instruments: an attitude test given to some six hundred people, a satisfaction test given to library users, and in-depth interviews of library users and nonusers. Methodological problems encountered and the validity of the methods are discussed in detail. In my opinion the book is significant primarily because of the clarity with which it analyzes such frequently used and often misused concepts as efficiency, effectiveness, needs, goals, input, and output. In her preface the editor comments that "the range and extent of the more theoretical aspects of the book may surprise those who were expecting a research report of a more conven-

tional nature. However, it was always the intention of the authors to aim to make a significant contribution to the subject of public library effectiveness."[20] They have done so admirably.

Studying Users

The Hillingdon Project was one of several in the 1970s that examined the role of the library in the life of the adult public rather than the role of the public in the life of the library—a role that has been studied for some time. The succinctness of that statement of contrast must be attributed to Douglas Zweizig, whose doctoral dissertation examined many characteristics of a person's life that correlate positively with library use.[21] Zweizig went beyond the usual correlations such as those between library use and level of education and examined relationships between library use and such matters as mass media use or community involvement.

Ultimately, however, Zweizig is not in favor of studies of this kind. Together with Brenda Dervin, he wrote a seminal article, "Public Library Use, Users and Uses," for the 1977 volume of *Advances in Librarianship*.[22] That review article first summarizes the many studies that examine characteristics of the average library user and the proportion of adults that use the public library and then proposes that future studies in this area investigate something different. The authors criticize the assumptions upon which earlier studies of use and users are based and conclude that "the flaw may lie in the question being asked. Instead of asking who is using the library or how much is the library used, we might gain much by asking for what purpose was the library used, how did it help?—by moving from user studies to studies of the uses to which public libraries are put."[23]

The research that led them to that conclusion is another study from the 1970s that will, I think, make a difference: "The Development of Strategies for Dealing with Information Needs of Urban Residents," by Dervin and others, one of whom is Zweizig.[24] For this federally funded project, the researchers interviewed urban residents not about their use of libraries, but about how they used the information obtained during the course of everyday problem solving.

> The question asked was: "How did the information help? (or, Why didn't it help?)." Virtually none of the responses was couched in terms which would suggest that the information had value in its own right. Rather, the respondents said that the information helped because the respondent . . . made progress toward a resolution . . . found things changed for the better . . . made a decision . . . was able to accept the unsolvableness of his situation . . . learned of more options . . . learned when to do things . . . understood his situation better . . . got insight into people . . . clarified his goals . . . got help in thinking . . . learned reasons why things happened . . . got motivated to continue . . . got social support . . . got moral support . . . got confirmation . . . was calmed down . . . gained self control . . . got release from the situation.[25]

Zweizig and Dervin suggest that the "utilities" of information just quoted above are "the kinds of units around which new library programs, designed to deal with the current pressures on public libraries, could be developed."[26]

In a second phase of the study, however, Dervin found that librarians are not well prepared to deal with what she calls the "client-in-situation." Writing in the *Drexel Library Quarterly*, she explains that librarians are prepared to deal with information$_1$—information that describes the innate structure or pattern of reality—but not prepared to deal with information$_2$—the structure or picture imputed to reality by people.[27] She concludes that librarians need to learn how to deal with information as internal reality and that "a major purpose of library research must be focused on the question of how libraries can intervene usefully in individual sense-making processes."[28]

Dervin's work is admired in many places, although I am not aware that any researcher has yet taken up her challenge. Perhaps one reason is that the results of her work are available only in a lengthy report that must be examined either on microfiche or in the form of a bulky and expensive reproduction. Word is out that she is now working on a book that will present her results in a useful form. It is to be hoped that that publication will generate wide interest in a very significant perspective on public library service.

The View from Outside

Thus far we have been talking about studies of some aspects of public library service that have been conducted by librarians. (Dervin is not a librarian, but she had librarians on her study team and thus may be considered "pure" by association.) Outsiders have studied the public library, however, and it is increasingly important that we pay attention to what they are observing. Three such studies conducted in the 1970s are well worth your attention.

The first in point of time is work done by Morris Hamburg and others at the University of Pennsylvania's Wharton School of Economics. Hamburg is a professor of statistics and operations research and other members of his team are, as far as I know, in the same or related disciplines. Supported by a grant from the United States Office of Education, they attempted to design "statistical information systems that would provide quantitative information for effective management of university and large public libraries." The results of their work have been reported in articles, dissertations, and technical reports but are most easily available in a book entitled *Library Planning and Decision-Making Systems*.[29] It includes a review of the work of other investigators in the broad area of measurement, evaluation, and modeling of library service, which though useful is no substitute for the later and more comprehensive review of this topic, F. W. Lancaster's *Measurement and Evaluation of Library Services*.[30] As for the work of Hamburg and his associates, chapter 2 of their book is perhaps the most important in the volume. Here the authors argue that statements of library goals written by library associations or by individual libraries are too vague to be useful in measuring performance. Instead a library needs to be evaluated against short-range and concrete objectives. Nothing new so far; many people have said this including Peter Drucker, whom we quoted earlier. But Hamburg and his associates take this concept to what they perceive to be its logical end for large libraries. First, they define the single short-term objective of any library: "the exposure of individuals to documents of recorded human experience."[31] Then they develop a methodology for measuring exposure hours actually achieved by a particular library and comparing that data with library costs in an equation that describes the library's performance. They demonstrate this equation using figures from the Free Library of Philadelphia.

Why do I think this study is important? As far as I know, there is no

library using the system today. Also, it unfortunately deals only with the quantity and not with the quality of library service. Still, Hamburg's research is noteworthy because it uses the tools of operations research (OR) in a study of library service that is both thorough and understandable. (I have seen many OR studies of library service that are not thorough and not understandable.) In a time when librarians are often called upon to justify their existence to governmental authorities who expect the kind of analysis commonly conducted by statisticians and operations researchers, the Hamburg study is a useful primer.

Those governmental authorities also speak and understand the language of economics, such as that spoken by two other researchers who have studied public libraries in recent years. The work of one of these economists, Malcolm Getz of Vanderbilt, has just been published by Johns Hopkins University Press, though it was made available in draft form to participants in the White House Conference on Library and Information Services. In *Public Libraries: An Economic View*, Getz reports on research supported by grants to the National Bureau of Economic Research from the Book of the Month Club and the Scherman Foundation.[32] (It may be of interest to note that he is also the author of *The Economics of the Urban Fire Department*. Although I have not read that book, I have reason to believe that similar techniques were used in both studies.) *Public Libraries: An Economic View* is "a study of the strategic decisions that shape the provision of public library service in the U.S. The basic choices in public services are how many facilities to operate, how many materials to put in each, and how many hours to operate." Getz analyzes what he calls the "public library industry," using what he calls "standard statistical methods," which he explains for the lay reader in an appendix.

Getz gathered his data through interviews with thirty-one large public library systems. His analysis compares these systems in terms of services offered, labor costs, level of efficiency achieved, technical systems and adoption of innovation. He closes his report with two chapters that review his findings. The first of these is a lengthy one considering how local, state, and federal government policies shape the public library industry. The final chapter presents his conclusions about the future of the public library. Briefly these are that something is wrong with the present methods of financing public libraries; that a number of possibilities exist for responding to this problem, one of which is the charging of fees for some library services; that national services such as the cataloging

provided by the Library of Congress need to be improved; and that revolutionary developments in electronics will force changes in public library services.

Unlike some economists I have read, Getz seems to understand and value public library services. I wonder about his premise that the key decisions in libraries concern the number of branches to operate, the number of volumes to put in them, and the number of hours to be open, but there are other things in the volume that indicate that Getz is sympathetic to the public library mission. I have not yet read reviews in the economic literature, so I cannot say how professional economists evaluate this research. But it seems to me to be worth careful study.

Another economist who has studied the public library recently is Lawrence White of New York University. White's study, performed under a grant from the Twentieth Century Fund, has not yet been published, though some of you may have seen a popularization of some of White's views in an article entitled "The Public Library—Free or Fee?" which appeared in the December 1979 issue of *The New Leader*.[33] I have read White's draft manuscript and am much happier with it than I was with that brief article.[34]

White did not collect original data for his study. Instead he read widely and used existing statistics to perform the kind of analysis economists commonly perform on data describing any enterprise. White speaks of public libraries in general rather than of a specific group of library systems, as Getz did. He is also more theoretical, examining very closely both the productivity of libraries and the public library's claim to be what is known in technical economics as a "public good" and therefore worthy of total tax support. White comes to some of the same conclusions as Getz, but he argues much more forcefully that fees for service are a partial answer to the financial dilemma of the public library.

This idea may be abhorrent to many of you, but White presents a respectable scholarly argument in favor of it, and the argument cannot be rejected out of hand. White's book, to be published any time now, will be available to government policy-makers at a moment when the Reagan administration is telling them that those who benefit directly from any service must pay for it. Public librarians are well advised to study White's arguments so as to be ready either to refute them or to incorporate them into new plans for financing public library service.

Planning Library Services

The studies we have been talking about so far have either gathered original data or worked with existing data to answer questions posed for the research. The last two studies I'll talk about are different from these and from each other. In a scientific sense of the term, neither is research, but in a broader sense both may legitimately be considered here.

One is a tool for action research. *A Planning Process for Public Libraries* describes a step-by-step method to be used by any public library wishing to engage in long-range planning.[35] It was developed by Gene Palmour, a statistician who is senior vice-president of King Research, Inc. Work on *A Planning Process for Public Libraries* was requested and directed by PLA and supported by grants from the Office of Libraries and Learning Technologies under the Library Research and Demonstration Program of the Higher Education Act. The project produced a tool for planning, field-tested it, and prepared a publication that is well on its way to best-seller status as far as ALA publications are concerned.

The planning process is, like research, based on data. Planning librarians are encouraged at the beginning of their work to collect original data about how their users and potential users view the library. Later they are urged to collect data about the performance of the library with regard to the measurable objectives set through a participatory planning process involving a committee of citizens and librarians. In many ways what is recommended in *A Planning Process* resembles a research approach to any problem: define the questions, gather data objectively, and analyze it systematically. What is added in *A Planning Process* is, of course, action. The library engaged in planning must make choices and do things based on what it learns.

At least three dozen libraries are known to be using the planning process now, and the number is growing. Results in each case are specific to that situation, and what is learned is not generalizable. I suspect, however, that the use of this planning process will lead to major changes in public library services. Future researchers who study this phenomenon will have much to say about what happens when a fairly static institution, the public library, adopts a dynamic planning model.

A Philosophical Perspective

The last of the studies of the 1970s that I would recommend to you is Patrick Wilson's *Public Knowledge, Private Ignorance*, a work that is subtitled *Toward a Library and Information Policy*.[36] This is research in the philosophical rather than the social scientific sense of the term. Wilson gathered no original data for this work, but evidences of his original thinking are everywhere.

Public Knowledge, Private Ignorance considers "how knowledge is represented in documents, how people conduct their information-gathering activities, and how libraries do and can help to bring knowledge to bear where it is useful."[37] Wilson does this in order to "help us understand better what would and would not be sensible goals for the future of the nation's libraries."[38] After a chapter describing the growth, structure, and sources of public knowledge and another outlining the reasons for private ignorance and the ways in which people seek to overcome it, Wilson devotes a final chapter to libraries.

Although he concludes that libraries are very useful for a number of purposes, Wilson is quite critical of reference service, that part of library service which one might expect to be able to remedy private ignorance. Childers's studies might make anyone skeptical, and Wilson has additional reasons for disbelief. According to Wilson, "library reference service is a severely confined and unresponsible variety of information service, offering a thin surface of unevaluated 'facts'."[39] What would be better, he suggests, is

> a true information service, one that would be based on the performance of documentary research aimed at discovering the state of public knowledge where it has not so far been explicitly summarized, and at evaluating existing summaries in terms of their present accuracy, and one that would try to capture some of the utility of knowledge for the solution of particular problems. Such a service would accept inquiries in the form of statements of a problem and respond with a description of what is presently known that bears on solution of the problem. It would explicitly undertake to vouch for the accuracy of the information given as being part of public knowledge, and would deliberately attempt to provide only such information as was of probable utility in the

solution of a problem or the improvement of a decision situation.[40]

Even this, however, is not really what society needs! In most cases, Wilson says, ordinary people do not need information as much as advice on what to do. He concludes that library information service will never be able to provide such advice, and therefore he counsels librarians "not to misrepresent the service." Instead librarians should recognize that "the librarian is not a specialist in information in general, but in information about records. The librarian's job is a job of management of information-bearing objects, and the continually improved performance of that necessary job is a natural and reasonable goal for the future."[41] Although I admire greatly the analysis that precedes this conclusion, I am not entirely comfortable with what it implies. Somehow it seems to limit the role libraries can play in society at a time when other forces seem to argue for an expansion. In any case Wilson's work is one that cannot be ignored. One who would wish to prove him wrong must do so in the same carefully reasoned analysis of psychological and social and political realities. The task is a challenging one.

A Look to the Future

In conclusion I'd like to make a few remarks about two projects currently under way that will, I suspect, be of major importance in the 1980s. One project, located in England, involves six public libraries acting as centers where the public may use the videotext system known as Prestel.[42] In each library a research team "monitors Prestel patrons independently or with a librarian's help. The object is to assess the effects the videotext system might have on library acquisitions and services. By interviewing patrons and staff, the researchers hope to determine what sorts of demands, constraints, and costs Prestel would impose on the library."[43]

The full results of this research are not yet available, but preliminary results reported by Sue Cherry in the February, 1980 issue of *American Libraries* indicate that librarians see more advantages than disadvantages in working with Prestel. Meanwhile, outside of libraries, entrepreneurs in many parts of the world and in several parts of the United States are studying the technical and economic possibilities of this technology. The

big questions are, What information will be available through a TV set? Who will make it available? Who will pay for it? Some doomsayers have gone so far as to say that the availability of information through the home television set will virtually eliminate the need for public libraries, but this is an extreme view. The British project explores a different possibility, that videotext will become yet another service offered by the public library. This seems a more realistic scenario, though it demonstrates only one way in which public libraries might work with the coming revolution in electronic distribution of information. I suspect there are many ways; this is what makes me reject a literal interpretation of Wilson's conclusion as given above.

The possibilities of the electronic revolution will undoubtedly be one of the topics addressed this summer when small groups of researchers and practitioners gather at Airlie House to discuss an agenda for library and information science research in the 1980s. Last December, Cuadra Associates was awarded a contract by the Office of Libraries and Learning Technologies to organize this meeting. They began by surveying the literature and interviewing a number of "gatekeepers" in the library and information science community. The object of both activities was to draft a list of topics where research is needed and people who could prepare draft designs for such research. A tentative list of topics has now been developed and invitations have been sent to fifteen researchers who will prepare research designs and ten practitioners who will critique them. Those twenty-five will meet this July to put the topics and designs in priority order so that the list can be used to guide the Office of Libraries and Learning Technologies in sponsoring research during the 1980s. That is why the agenda is being set, but it will undoubtedly have other uses. Individual researchers and funding agencies interested in library research will certainly make use of it as well.

That is all I'm going to say about research in the 1970s dealing with public library service. There is much more to be said, however, for the period was a rich one and the topic has many dimensions. Therefore, I won't try to come to a conclusion. Instead, I will simply stop and give you a chance to ask questions or make comments.

Notes

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Library Personnel Issues in the 1970s

Ann F. Stone

In the past, libraries have traditionally been organized along classical, bureaucratic, hierarchical, and structural lines. This design fostered two of the library's primary goals, namely productivity and efficiency, and almost guaranteed praise for the library administrator. It is not too surprising, therefore, that when librarians measured the success of their libraries, they compared their buildings, their collections, their budgets, and last, but not always least, their staffs. In the preceding decade, however, a rapidly changing age forced libraries to reexamine their earlier priorities and to attach new importance to that last category, personnel. It has been said that the "effective development of the library's human resources is indeed a survival issue, for the abilities of libraries to meet the information needs of their society depend on the people who staff them."[1] To state the concept even more forcefully, libraries can respond appropriately to an era of change and meet the challenges of the future, but only if they focus their attention on people and give up the warehouse.[2]

Unfortunately, this need to maximize staff performance and effectiveness comes at a time when attitudes toward work are in a state of flux. The "orderly and predictable white collar world of the fifties and sixties no longer exists."[3] One's work remains the largest single time-consuming aspect of living. Today, however, the work environment is expected to provide personal security, status, satisfaction, and self-esteem, as well as to achieve organizational goals.[4] There is a growing realization that the values, needs, and motivations of the work force have drastically changed. In the past one lived to work, and that work was not necessarily very satisfying. Today one works to live, and the quality of life is important.

Moreover, in the past one had the *opportunity* to succeed. In contrast one now has the *right* not only to succeed, but also to participate, to dissent, and to expect due process.[5]

Recent literature in the area of personnel speaks often of a possible crisis in the world of work. We are told that there is a growing "rebellion against the depersonalization of relationships stemming from large organizations."[6] Individuals are no longer willing to accept routine and monotonous labor as their lot in life: "People today want jobs that allow them to use their education, that provide 'intrinsic' work satisfactions, and that meet their expectations that work should be personally meaningful."[7] The era of rising entitlements has created widespread feelings that jobs, incomes, and a higher standard of living are no longer privileges, but rights.[8]

We must avoid the belief that these descriptions characterize others in the work force but not librarians. As we examine the issues of the 1970s in personnel librarianship, we shall see that social and economic forces have also altered the attitudes of the library's work force. For example, Robert Presthus reported in 1970 that librarians followed a national trend in viewing their jobs as only marginally satisfying. Indeed two-thirds of his sample stated that if given another chance, they would not choose librarianship as a profession.[9] This discovery alarmed some library managers who were beginning to understand the importance of attracting, utilizing, and retaining a talented staff. The dawn of a new age in library information services, coupled with the awakening of a new breed of librarians, let managers know that they had fallen upon hard times. It appeared easier to computerize a library than to cope with the employees involved in the process.[10] But with the largest proportion of a library's expenditures going toward personnel allocations, no matter how great the difficulty, managers were called upon to manage and account for their human resources. It became clear that past techniques and traditional controls would no longer be sufficient to meet the sophisticated demands of the time at hand.

Libraries thus turned to modern management for answers, borrowing and adapting techniques such as "management by objectives" (MBO). This concept has been defined as a "clear and precise identification of objectives or desired results, the establishment of a realistic program for their achievement, and an evaluation of performance in terms of measured results in attaining them."[11] MBO was introduced as a means for

focusing attention on achievement rather than personality, providing for leadership and motivation, and communicating objectives to all levels.[12]

After 1970 reports on MBO appeared frequently in library literature. "Librarians considered MBO to be relevant," one study reported, "because setting objectives could create a basis for analysis of procedures, coordination of work, elimination of duplicate or conflicting effort, and delegation of authority."[13] Recent critics, however, have questioned whether MBO positively affects job satisfaction or improves performance, two of its benefits acclaimed earlier. In a classic paper on MBO James Michalko recommends against the use of MBO in libraries on the grounds that it is a limited approach that is costly and difficult to implement and yields uncertain results.[14] On the other hand, Dennis Fields maintains that "Management by Objectives for libraries is of paramount importance."[15] At a time when budget cuts loom over almost every facet of public service, accountability is a virtual necessity. Thus the time for a humane system of MBO is long overdue. You be the judge!

Management has no universally recommended approach; yet personnel demands and functions have continued to grow. The reasons are evident: increased staff needs and demands within complex organizations, the expanding number of governmental regulations and guidelines, and the recognition of the importance of a committed staff.[16] Effective personnel management being no longer simply a desirable goal, but a requirement, libraries have responded quickly. In 1973, for example, thirty libraries in the Association of College and Research Libraries (ACRL) had appointed personnel officers. The list had grown to eighty by 1977.

We tend to agree with Stephen Bailey's statement that we are involved in one of the most complex management areas known to mankind. He could not tell us about the future of our libraries, but he could tell us that the future's librarians must be "budgeteers and systems managers, and conflict resolvers, and priority selectors, and superb academic politicians. They must be negotiators and compromisers, and 'Dear Abbies' and policemen."[17]

If we are to meet the challenges the future presents to us, we have no alternative but to develop and use our human resources wisely. The key issues of this decade suggest that the time is right. A review of these issues in the area of personnel librarianship can help us understand how far we have come and where we must go from here. Let me identify several major movements that occurred during the 1970s: (1) the recognition of

the right to play a greater role in decision-making, especially when it involved one's own destiny, or participative management; (2) the demand for recognition in society, or faculty status; (3) the emphasis of the federal government on individual rights, or equal opportunity and affirmative action; (4) the recognition of discrimination in our own ranks, or the women's movement; and (5) the acknowledgment of the necessity for lifelong learning, or staff development and continuing education. Powerful forces lie behind each of these movements. Change is all around us.

Over the past ten years, there has been a remarkable increase in librarians' desire to take part in decisions that affect their jobs and that they are expected to implement.[18] This has resulted in a trend toward staff participation in the management of libraries, one of the major management innovations of the decade.[19] During the affluent 1960s, with changes in living styles and the rise of social consciousness, librarians began to see their role in new and different ways. From the concept that management is a system of authority, emphasizing the organization and control of organizational activities, there emerged the concept that management is a resource of the organization, stressing the achievement of predetermined results through participation and coordination.[20]

Some librarians may be unaware that participative management is not new to libraries. In the 1930s it was known as "democracy in administration": "What is different today is the greater number who wish to participate, and the expectation that the channels of participation will be institutionalized."[21] As Jane Flener has defined it, participation "basically involves representatives of the staff working in task-oriented groups to recommend possible solutions of library problems to the library administrators, to provide for a prescribed system of communication throughout the library, and to promote means for orderly change within the library system."[22] Keith Davis provides a shorter definition, stating that participative management is the mental and emotional involvement of a person in a group situation that encourages that person to contribute to group goals and to share responsibility in them.[23] Whatever the definition, if professionals and management are to achieve meaningful existence for the library, librarians need to be integrated into the decision-making process.[24]

The advantages of such an integrated system are varied. One study maintains that "staff involvement in a carefully defined decision-making, policy-making, or change strategy leads to better decisions, better policies, and new programs."[25] This improvement is due to the quality of ideas generated and to staff commitment to the solutions that they share.

According to another proponent, participation has "done much, not only for the morale, but for breadth of understanding and insight into the responsibilities of the library overall."[26] Finally, there is evidence that participative management promotes job satisfaction.[27] The influence of participative management on productivity is less certain.[28]

Though some libraries have had difficulty dealing with this new-found freedom to participate in library administration, the idea has gone forward, taking many shapes. In particular, it has been suggested that "academic libraries . . . have found the committee process an attractive means of implementing a form of participative management."[29] A committee offers the advantage of bringing increased expertise to bear on a problem and of making certain that vital viewpoints are integrated into the solution. On the other hand, "the product of committee work often may not completely please anyone on the committee, and no one can—nor in some cases would be willing to—take individual responsibility for the outcome."[30]

A second strategy for implementing participative management revolves around the principle of collegiality, using the faculty model as a guide.[31] This approach assumes that faculty have considerable autonomy and exert a significant and direct influence on the administrative decision-making of their parent institution as well as their own departments. Libraries that have adopted the collegial model have devised structures whereby staff participate in promotion and tenure decisions, or peer review. One expert, however, believes that librarians who look to this model will almost inevitably be frustrated and disappointed.[32] He is persuaded that given the complexity of libraries, only those who occupy high-level administrative positions can understand the organization as an integrated whole and therefore define and achieve its goals. In bolder fashion, another critic states that the faculty system of governance works badly there and worse or not at all in libraries.[33]

A third means of advancing staff participation lies in the staff association, composed of professional librarians, which came into being in the late 1960s.[34] In an era of change in staff attitudes and a new search for identity by librarians, these associations provided an avenue for communication among staff and an organized voice for librarians in the larger community. Involvement of this type appears to be the least controversial of all.

Debates continue in library literature over the benefits and perils of a process that must be learned and that takes time and energy away from

the job itself. Richard De Gennaro states that this new management technique has been oversold in the last decade and that the very hypothesis upon which participative management is based has not yet been adequately proved.[35] James Govan asserts that participation and consultation cost time and money and often produce conservative results.[36] In spite of such concerns, participative management is a trend likely to continue.[37] Its proponents have made repeated efforts to insure that the process is understood. Maurice Marchant states that participative management is not the abdication of responsibility by top management, allowing staff to do whatever they please. That pattern more nearly describes anarchy. Instead participative management forces decision-making down to the level best suited to it by virtue of the availability of relevant information and the effect of the decision on the operation.[38] Even De Gennaro acknowledges that when participative management is used properly and wisely, it is a useful process.[39] Still, though no organization can operate purely on the participatory principle, the concept, "while difficult to initiate and sustain, can no longer be safely avoided."[40] Do you advocate consultation, participation, or decree? If you choose participation, the road may require that this mechanism be further refined and perhaps new organizational structures developed.

More briefly, the concern over the professional aspects of librarianship and the desire among librarians to increase their influence over administrative decisions and library policies have contributed to another movement, the increase in collective bargaining. Changes within libraries have often been viewed with mixed emotions, but none has been met with "greater ambivalence or less rationality than the growth of trade unions."[41] This growth, primarily since 1965, may be seen as a revival, for it is the third time that unions and libraries have come together.[42] (The first followed World War I, and the second occurred during the Depression.) This recent growth, brought about by the desire for economic gains and the reasons stated above, is unprecedented.[43] A review article in 1976 concluded that "because the third period of unions flourished in times of prosperity, not privation, because it has been nourished by enabling legislation, and because it is grounded in new beliefs among white-collar workers about the management and distribution of authority in institutions, there is every reason to believe that unions have now become a permanent fixture in American librarianship."[44]

In recognition of the right of librarians to organize and bargain collec-

tively, or to refrain from organizing or bargaining collectively, the American Library Association (ALA) adopted a statement of policy and guidelines concerning union issues on 21 January 1980. To date unionization has brought mixed results. Though unions may contribute to the formalization of personnel policies and procedures, improve communication flow, increase fringe benefits, and improve working conditions, they may also cause substantially more paperwork, contribute to the establishment of more rigid work rules, and create an adversary relationship between librarians and managers.[45] Like participative management, the merits of unionization will continue to be debated. That unions will grow is certain.[46]

If *involvement* describes the first movement in personnel librarianship, *recognition* describes the second. The earliest proposal that academic librarianship should be recognized as a profession in its own right may have been made by Sawtelle in 1878, who wrote that a good librarian must inspire and guide students in the use of library materials, a task requiring "no small amount of understanding and skill." He then concluded that librarianship "ought not to be annexed to a professorship, but be itself a professorship."[47] Further development of this concept was impeded by several factors: the small number of people involved in the beginning, the housekeeping approach to librarianship, the failure to distinguish between clerical and professional tasks, the predominance of women in libraries, the low quality of training for librarianship, the attitude of the faculty toward librarians, and the bureaucratic structure of university library administration.[48] One peculiar additional liability was the belief, particularly among some library administrators, that "academic librarianship was a true profession but that it was different and should and could stand apart from the faculty, as an independent, equal professional group within the university."[49]

A number of varied forces, however, caused the path to the present to be taken. The information explosion required specialists able to cope with the problems of the expansion of knowledge. Rapidly increasing graduate study and research made new demands on librarians, and thus led to improved library education. The tremendous growth in the size of universities, coupled with new attitudes toward the use of library resources in teaching, also had an impact. Responding to the needs of the young profession, the Carnegie Corporation and accrediting associations gave encouragement and support in important areas. When the American

Association of University Professors (AAUP) welcomed professional academic librarians into their membership in 1956, one of the final rungs was added to the ladder.

In keeping with this action the influential Committee on Academic Status of the University Libraries of ACRL was established in 1958. It was not until 1969, however, that a rebellion broke out in Atlantic City which "fundamentally changed the American Library Association and academic librarianship as well."[50] At that time "ACRL acknowledged a responsibility for active support of faculty status for academic librarians, resolved to attempt to enforce it by whatever means possible, and secured the reluctant support of ALA itself for the principle and the action."[51] In 1972 ACRL, the Association of American Colleges, and AAUP issued the classic Joint Statement on Faculty Status of College and University Librarians, which urges the granting of faculty status to librarians, along with the same rights, privileges, and responsibilities of faculties.

Even as early as 1970, one authority was prepared to state confidently that "faculty status for academic librarians and library specialists is now accepted rather generally as appropriate and advantageous."[52] For the most part, librarians have wanted faculty status and have seen its advantages, although dissenting voices have been heard. Today there are still more defenders of faculty status than opponents.[53] Nevertheless, achieving status is far different from approving it. Statistics gathered for the Association of Research Libraries (ARL) in 1979, based on 91 survey responses out of a possible 111, show that 27 member libraries have full faculty status for librarians and 25 have academic status with some faculty rank and benefits. Thirteen report academic status with no faculty rank or benefits; 10 report nonacademic status; 15 could not categorize status.[54]

What have been the rewards from this "new" status? Salaries of academic librarians have risen in the past decade, but not as much as other faculty members'. Benefits have also improved. But the greatest gains have taken place in internal matters.[55] Surveys indicate that librarians with faculty status have an increased opportunity for participation in library and university governance. These librarians likewise are more involved in committees studying major issues for libraries today. In addition, faculty status has helped the advancement of library instruction. Opportunities for job security and for leaves have been enhanced. Finally, promotions for those with faculty status have become more

related to personal qualifications and individual achievement than to the supervision of others.[56]

In spite of the undeniable advantages of the improved status of academic librarians, it appears that many will not "live happily ever after."[57] This is a time of university retrenchment, tight budgets, and tight standards. Faculty status has required that librarians submit to the same process of evaluation and meet the same standards of excellence as do other faculty. This is not always a practical goal: librarians "cannot 'cram' for tenure at the last minute."[58] Most librarians do acceptable work in their daily responsibilities. They are most often found lacking in publishing, research, and work in professional organizations.[59] Perhaps universities do expect too much.

Nevertheless, a growing number of librarians have risen to the occasion. In terms of education, more have master's degrees in librarianship, more have or are studying for additional degrees, and more are engaged in continuing education, workshops, and institutes. The number of librarians with a doctorate in library science has tripled in the decade, from about three hundred in 1969 to an estimated nine hundred in 1979.[60] The increase in publishing has been equally dramatic. For example, the number of library science periodicals has increased from fifty-seven to ninety-four, a 65 percent gain in ten years.[61]

Such impressive statistics may cause us to gloss over a remaining problem: equivalency. Even though librarians are frequently judged on the same criteria as the teaching faculty, benefits continue to differ. When librarians compare areas of equivalency between teaching faculty and library faculty, they frequently mention leaves of absence, access to travel funds, and academic freedom.[62] The areas in which equivalency is lacking most often include salaries, vacation policies, and tenure.[63] Librarians are gaining respect in the eyes of the faculty, but they have a long way to go before achieving equality on campus.[64] "Even those who fill the highest positions in the surveyed libraries, cannot, as a group, claim the same status on the faculty as those faculty who appear regularly in the classroom."[65]

How shall we respond to this challenge? William Axford states three possibilities: (1) muster the discipline necessary to accept the values of the academy and then work individually and organizationally to meet them; (2) admit that there is nothing wrong in viewing librarianship as a highly skilled vocation rather than a profession; or (3) establish a quasi-profes-

sional category between civil-service and faculty status.[66] Which option would you choose? If you believe that librarians must either join the faculty or be permanently relegated to peripheral and inferior roles, then you must display the dedication and commitment needed for librarians to reach the top in the competitive atmosphere of universities today.

The words that denote the third movement in personnel librarianship during the last decade are *human rights*. The new national focus on human rights in the 1970s caused employers, with one accord, to become more sophisticated in their thinking and more conscious of the entitlements of the individual worker. "Before affirmative action we used to describe organizations in terms of men, money, and materials," explains one recent article. "Now we talk about human resources, finance, and technology."[67] Another article cites the government's role in promoting human rights in the workplace: "Whatever else twenty-first-century historians may tell us about the 1970s, one thing was clear from early on about that decade: the Feds had arrived in personnel. The ideal of nondiscrimination and affirmative activity in hiring practices was no longer simply an outside influence; it was now inherent."[68]

Affirmative action arose in the 1960s because of the realization that without implementation, existing legislation prohibiting discrimination in employment would not eliminate current inequalities.[69] "The 1970s were the period for expanding, enforcing, confusing and sometimes even clarifying the laws and orders requiring equal employment opportunity and affirmative action."[70] An examination of the most important legislation is useful. Title VII of the Civil Rights Act as amended by the Equal Employment Opportunity Act of 1972 prohibits discrimination by sex, race, color, religion, or national origin. This includes hiring, firing, wages, fringe benefits, classifying, assignment, promotions, training, apprenticeships, or any other terms, conditions, or privileges of employment. The 1972 amendment extends coverage to educational institutions, state and local governmental agencies, and political subdivisions with more than fifteen employees. Its provisions thus cover all academic and school libraries and most public libraries. The Equal Employment Opportunity Commission (EEOC) enforces this legislation.

Other important acts include the Equal Pay Act of 1963, prohibiting discrimination on the basis of sex, and the Age Discrimination in Employment Act of 1967, prohibiting discrimination on the basis of age. The Vocational Rehabilitation Act of 1973 protects the handicapped, and the Vietnam Era Veterans Readjustment Act of 1974 protects veterans of the

Vietnam War. Recent changes give to the EEOC and the Department of Labor tremendously increased enforcement powers.[71]

The two major terms, equal employment opportunity and affirmative action, are sometimes used interchangeably, but their focus is different. Equal employment opportunity is a recognition that "anyone has an equal chance in employment based on qualifications."[72] The laws prohibit discrimination due to race, color, religion, sex, national origin, and handicap. They apply to all areas of employment, including recruiting, hiring, training, promotion, job assignment, benefits, discipline, and discharge. Affirmative action is an extension of equal employment opportunity, requiring the employer "to make an extra effort to hire and promote members of the group the laws were designed to protect."[73] These groups are primarily the minorities and women.[74] Implementing affirmative action thus requires considerably more organization than does equal employment opportunity.[75] Employers must conduct an analysis of past employment practices, make a demographic study of the available labor force, and finally prepare an analysis of present employees in light of those findings.[76] Most organizations, including states, colleges, and universities, are required to formulate and file an affirmative action plan and to update that plan annually.

Uniform guidelines to organizations in matters of both affirmative action and equal opportunity are precise and detailed.[77] For example, the use of any selection procedure that has an adverse impact on hiring, promotion, or other employment opportunities for any race, sex, or ethnic group is considered to be discriminatory, unless the procedure has been validated. A selection rate that is less than 80 percent of the rate for the group with the highest rate will generally be regarded as adverse impact. The guidelines do not require a user to conduct validity studies of selection procedures where no adverse impact results. However, all users are encouraged to use selection procedures that are valid or job-related. Because of these guidelines, libraries are responsible for compiling records of recruitment, interviews, and candidates selected or rejected for employment, promotion, transfer, or termination. For affirmative action procedures require not only planning, but evaluation: "It is not the intent, but the consequences, of an employment practice which determine whether discrimination exists. Even if an employment practice is neutral in intent or is fairly administered, it might be considered discriminatory if it has a 'disparate effect' on members of a 'protected class.'"[78]

All of these regulations have had a tremendous impact upon libraries.

Two current controversial issues stem directly from existing legislation: the use of the M.L.S. from an ALA-accredited library school as the sole minimum criterion for entry into the profession, and the principle of equal pay for work of comparable worth.

Whatever else may be said about the affirmative action and equal opportunity, both have changed and strengthened personnel management functions as practiced by librarians. No doubt they have been the "major catalyst prompting libraries to examine carefully all past personnel practices and to establish the written policies and procedures needed in so many libraries."[79] One thing is certain: their effects will be felt even more forcefully in the future.

The fourth movement in personnel librarianship during the 1970s came about as the result of "the women arisen." Their battle cry was a single word, *discrimination*. The year was 1969. Having responded to the crusade for racial justice and an end to the Vietnam War, women suddenly looked to themselves, questioning "whether the oppression they sought to end for others still existed in their own lives."[80] The answer was quite plain: women are *not* treated equally—in life or in libraries.[81] What a curious situation when women make up 82 percent of the nation's professional librarians![82]

How did it all happen? A look at library history can offer some explanations. Women came into librarianship relatively early in the development of the profession. The first female library clerks were employed in the Boston Public Library when that institution was established in 1852; the first female librarian was hired by the Boston Athenaeum in 1857.[83] Shortly before, women had not been welcome there even as library users.[84] In the years that followed, women were encouraged (irony of ironies) by the profession's male leadership, not only to become librarians, but also to pursue library education. The words of Justin Windsor are typical: "In American libraries we set a high value on women's work. They soften our atmosphere, they lighten our labour, they are equal to our work, and for the money they cost . . . they are infinitely better than equivalent salaries will produce by the other sex. For from £100 to £160 a year we can command our pick of the educated young women whom our colleges for women are launching forth upon our country."[85] Popular attitudes might be stretched to condone the employment of women, but the underlying assumptions about women's capabilities remained firm: "The appeal to women to join this labor force was also made socially acceptable by emphasizing that it was women's 'spiritual quali-

ties,' their 'innate' willingness to serve, and their 'housekeeping instinct' which so well suited them for librarianship."[86] Since women with college training had few other professional outlets, they responded to the call.[87]

From those early beginnings until the past decade there were only occasional rumblings about the status of women in the profession. Indeed, in the report on her national survey in 1904, Salome Fairchild concluded that "there is practically no discrimination with regard to sex in the American Library Association." Women's place in the library field, however, was quite another thing. Fairchild observed that female librarians "hold a large number of important positions, [but] seldom the most important. . . . [They] do not hold the positions offering the highest salaries, and broadly speaking, apparently they do not receive equal remuneration for the same grade of work."[88]

The economic tensions caused by the Depression led to a more open discussion of the "women question" in library literature of the 1930s. In 1934 the *Wilson Library Bulletin* offered three cash prizes for the best response to the question, Should the preponderance of women in the American library profession be considered an evil?[89] Would you believe the contest regarding the status of women was won by three males! In the mid-1960s the first trickle of what would eventually be a flood of articles on women in libraries began to appear in library journals. By 1970 statistical evidence convincingly portrayed women as the disadvantaged majority in the profession.[90] The September 1971 issue of *Library Journal* emerged as a feminist manifesto for women in libraries.[91] The profession's long-term silence and lack of concern had ended. The 1970 organization of the ALA Task Force on the Status of Women was representative of the new attitude of women toward their rights and abilities.

Discrimination was the charge. Could it be proved? Yes. As one retrospective study summarized the evidence, "A review of national surveys of librarians over the past twenty-five years reveals a consistent pattern: a continuing existence of significant salary and position level differentials between men and women. At no time during this period has the status of women librarians been equal to men's."[92] Nevertheless, some progress is being made. Data for a six-year period in the 1970s indicate that the gaps are narrowing, particularly in the median salary of beginning male and female librarians.[93] Yet surveys also show that the most prestigious entry level positions are still offered to men. The report of the six-year study concludes that the old rule still applies: the higher the position and prestige of the library, the fewer the women.[94] Another author cites

overwhelming evidence that "in library work, which women have historically dominated in number, sexual discrimination affecting salary and promotion has been consistent, blatant, and until recently, relatively unquestioned."[95]

Various reasons for this state of affairs have been set forth: personal characteristics of women, their dropout rates, and their differing educational levels. Their lack of mobility has frequently been mentioned as a contributing cause. A recent study, however, discovered that "even when men and women with similar mobility patterns were compared, men came out on top in terms of salary and position." The conclusion: "Neither frequency of job changes nor the motivations that prompt them can be held responsible for the position and salary gap between men and women."[96] We need more studies of this type.

Lest we think that only women in librarianship have problems, let me remind you of a report that reveals that the economic effects of discrimination against women's occupations hurt male as well as female librarians.[97] Its data support the conclusion that both men and women are underpaid in librarianship.[98] Hard evidence of this sort has directly contributed to the current ALA investigation of the matter of equal pay for comparable work, an issue we are certain to hear more about.

The women's movement has not only examined some tough questions, it has also effected change on a number of fronts.[99] Initially, those involved in the crusade were instrumental in removing any reference to sex from library job advertisements. A project followed that promoted awareness of sex bias in language and its effect on materials acquisitions. Fights against sexism in children's literature and sexism in catalog subject headings were also put on the agenda. Progress in both areas has been reported. What happens next? ALA groups dealing specifically with feminist issues have been organized at all levels. Will discrimination be wiped out? The answers to these questions rest with the nation's librarians, both men and women.

The word that describes the fifth major movement in personnel librarianship is *development*. "A rapidly changing age is forcing libraries and all the individuals who work in them to attach a new importance to personnel development and continuing education."[100] Knowledgeable, able library personnel are essential if libraries are to provide new and more efficient types of services, thereby meeting the informational needs of their clientele. "Systematic programs of staff development and continuing education offer the strongest possibility for increasing knowledge, improving

skills, and changing attitudes of library personnel through quality learning opportunities."[101]

The education and development of librarians is one of the most important problems facing the profession today.[102] "Society has come to believe that lifelong learning is a right of the individual and an obligation of the professional practitioner."[103] Adults want to learn, develop their potential, and meet their own needs. "Staff development affirms the ability of both the individual and the library to grow."[104] It can prepare the individual and the library for the future, enabling each to contribute to the growth of the other. Staff development is a two-way responsibility between the organization and the individual. It is not an option of the individual or a fringe benefit bestowed from benign management; it is a must.[105] Library organizations would do well to maintain a climate for learning. Library managers would do well not to ignore staff development, or to give it low priority, but to realize its crucial importance.

In the future even more than in the past, all categories of library personnel in all types of libraries will have to learn. The daily tasks and major issues that confront individuals require them to apply knowledge and skill appropriate to each situation. "The standards for personnel performance and institutional accountability are increasingly demanding, and without consistent and deliberate efforts [to develop staff], obsolescence is inevitable."[106]

A strong case for staff development and continuing education can be made. We must therefore know what these terms mean. Staff development is intended to strengthen an organization's ability to perform its mission more effectively and more efficiently by encouraging and providing for the growth of its human resources.[107] Continuing education consists of those learning opportunities utilized by individuals in fulfilling their need to learn and grow personally and professionally, following their preparatory education and work experience.[108] Whereas continuing education begins with the individual, staff development focuses on developing the group as it relates to the total organizational system.[109]

According to Barbara Conroy, staff is always being developed. She states that we must develop them well, not poorly. "The need is for planned staff development: the intentional effort to increase the library's capability to do its job by improving the abilities of staff members to meet successfully their assigned tasks and to integrate their individual responsibilities with those of others in such a manner [that] the goals of the library will be successfully achieved."[110] If staff development is to be

effective it should proceed more systematically than it does. The temptation is to plan a series of *activities*, which can offer at best only a "band-aid" approach. The need is for a *program* that coordinates a variety of learning activities that are planned over a substantial time span and are directed toward defined objectives.[111]

A successful learning program, Conroy-style, evolves through sound planning, integrated implementation, and ongoing evaluation. Begin with an analysis of needs: Who needs what and when? What persons need to be able to do what, and when must they be able to do it? As a result of this survey, objectives can be defined and resources identified. Only at that stage are we ready to design the program and implement it. Then comes the last stage, evaluation, often one of the weakest features in staff development programs.[112] Wise library planners will make certain that their own programs include all three facets: planning, implementing, and evaluating.

Perhaps at this point you are a believer in staff development, but you are still concerned about costs, particularly in a time of shrinking resources. Conroy reminds us that personnel left undeveloped are more costly than personnel developed.[113] Human resources too need maintenance, care, and renewal.[114] Staff development is more accurately an investment than an expense.[115] Since justification of expenditures is crucial in today's libraries, the focus of staff development programs is changing. There is a growing trend to relate programs to quite specific job responsibilities.[116] A second trend is to identify staff development and training programs that can be brought into individual libraries.[117] Because it is often financially impossible to send large numbers of staff to workshops and institutes, programs can be brought to them so that limited resources can be spent on training rather than travel. The ARL Office of Management Studies is doing a booming business in such programs. A third trend is the "renewed emphasis on exchange programs and on visits to libraries engaging in innovative activities."[118]

Our profession is taking seriously its responsibility to develop staff. One of the most significant developments of 1978 was the ALA's public announcement of its commitment to staff development and continuing education.[119] Employers have now been awakened, and state agencies and library schools have pitched in to help. We are beginning to realize that developing our human resources is the "single most significant aspect of a satisfactory long-term personnel program."[120]

Certainly the reaction from staff has been positive. Employees want to

be challenged. They are now saying more than "Treat me well." They are saying "Use me well."[121] Or even more forcefully, as one librarian responded to a survey, "Ask more of us, not less!"[122] Libraries that adopt a general management policy of staff development "are not guaranteed a 'fully motivated and dedicated staff' or any other unrealistic promise," remark the authors of a recent article on staff motivation, "but they will be libraries where people want to work."[123] In these libraries, staff development will not be perceived or treated as an end in itself, but rather as a "humanistic vehicle for meeting the service objectives of the library through investment in its most valuable resource—its staff."[124]

We have now identified and reviewed five major movements that affected library personnel in the 1970s. So what? Where do we go from here and what are our future research needs? Let me mention several areas. In the matter of library unionization only a few articles have been written that were based on standard research practices. We owe it to ourselves and our profession to give unionization the same dispassionate and careful study we would give to any serious proposal for the improvement and expansion of library service.[125] Unionization is a large issue and because of its importance and its effect on the library and the information science profession, facts are needed to document and implement future planning. A second area where little research has been done is in salary and position differentials for women. Studies are sorely needed to determine the reasons for the current status of women in librarianship. We should continue to pursue matters like minimum qualifications and equal pay for work of comparable value. We should also explore the skills, knowledge, and abilities that will be required of members of the library profession in the future if they are to perform successfully. And in the matter of federal regulations, as a first step we should learn what the laws are. We can then anticipate their implications and prepare ourselves accordingly.

Human resources have never been more important in libraries than they are today. Library personnel problems have never been greater. I like the way an outsider summed it all up: "You must be brave people to occupy the positions you now hold; you are not likely to require less courage in the course of the coming decade."[126]

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Collection Development: Library Use and User Studies in the Last Ten Years

Robert N. Broadus

IN CONTEMPLATING the mass of use and user studies done in the decade of the 1970s, my impressions at first were of a confused jumble of unrelated investigations representing different kinds of libraries, different purposes, different methodologies, and different subject fields, but after considerable squinting and twisting, I seem to discern a few patterns or trends and shall concentrate on these, even at the expense of ignoring a good many individual papers.

To back up a little: studies of library use are by no means new; some of those in the nineteenth century were fairly sophisticated. In 1867 Justin Winsor prepared tabulations of the circulation of books by various authors, for the report of the Examining Committee for the Boston Public Library. James Fenimore Cooper, for instance, was represented in the library by 173 volumes that had an aggregate yearly circulation of 5,460, and thus an average circulation of 32 per volume. For Dickens, the figures were 206 volumes, total yearly circulation 3,995, and an average of 19.[1] At the Grand Rapids Public Library in 1911, they tabulated the books that had not circulated in years, including 614 that had never been borrowed at all.[2] The writer suggested moving the old newspaper files from the basement to make space in the "cold storage" for little-used items—a modern approach.

In the following decades there were a number of circulation studies and a good many citation analyses, including several written here at the School of Library Science in the 1950s. By the end of the 1960s, we had in book form the landmark study by Herman Fussler (an alumnus of the School)

and Julian L. Simon, at the University of Chicago, dealing in a thorough and original way with the question of what materials could best be sent to storage.[3] Also by 1969 we had the main work of Richard Trueswell, commonly labeled the 80/20 rule—that 80 percent of use in a library comes from 20 percent of the collection.[4] (There are, of course, variations from library to library.) The rule is a further expression of the fact that the great bulk of the collection receives only a small part of the total use and that many items are consulted very, very seldom. Also being published were sophisticated mathematical formulas for the selection of periodicals. In complexity, at least, they were not improved upon in the 1970s.

In the past decade, the number of use and user studies related to library collection development has grown considerably. New journals have been started, for instance, *Library Acquisitions, Collection Management,* and *Collection Building* (on whose board Marilyn Miller of our faculty serves); and other periodicals, such as *ASIS Journal* and *College and Research Libraries*, have carried a fair number of articles on the topic. It even made *Saturday Review*, where a recent cartoon shows a dignified researcher who has just written a long mathematical formula complete with lots of pi signs, parentheses, exponentials, and big sigmas, saying, "There you are. Asimov's literary output expressed as a function of the expanding universe."

But here are the patterns and trends I seem to discern in the 1970s. (Remember that patterns may be in the mind of the beholder as much as in the things observed.)

(1) First, as might have been expected: there has been continued attention to methods and laws known previously, with further refinement and more applications.

Citation analysis continued in many fields of knowledge. Entries on the subject extend over the better part of three columns in the 1976–77 volume of *Library Literature*. Many of these papers, moreover, were prepared by sociologists of knowledge and published in such journals as *American Psychologist, American Sociologist*, and especially *Social Studies of Science* (begun in 1971 as *Science Studies*), which contains numerous articles about citations, many of them connected with use of literatures. A book-length essay by H. Gilman McCann deals with the history of chemistry in the late eighteenth century, noting how the change from the phlogiston to the oxygen theory of fire was reflected in the patterns of

literature references made by contemporary scientists in Britain and France. Even back then, "a very large number of the citations were going to very few chemists. While the top five chemists constituted only 3.9 percent of all authors, they received 34 percent of all citations."[5]

For current data, the development of the *Arts and Humanities Citation Index*, to go with *Science Citation Index* and *Social Sciences Citation Index*, will provide interesting material for research here. The new index, like the other two, is to have annual *Journal Citation Reports*, listing the titles in order of citations received, plus many other facts.

In 1979 Stephen Wiberly proposed a new approach to citation analysis: a paragraph-by-paragraph analysis of source writings in the humanities to determine the primary and secondary materials used by the authors. As he points out, a humanist may devote an entire book to interpretation and criticism of a single creative work, a use of the raw materials that is not reflected adequately in the traditional citation count.[6]

Though most citation studies have used as sources papers produced by scholars and published in standard journals or books, the 1970s have seen interesting variations. Audrey Tobias, while a student here at the School of Library Science, made an analysis of materials that college freshmen used in writing term papers. The distribution was close to Bradford's Law. Journals cited most frequently were popular ones such as *Time* and *Newsweek*.[7] Jacqueline Mancall and Carl Drott, of Drexel, studied references made in 270 papers written in six academic high schools. *Newsweek* and *Time* headed the list.[8]

Bradford's Law, formulated in 1934, has been given even greater attention in the last decade, including articles in *College and Research Libraries* and in *ASIS Journal* just this spring. The law has been applied to citation scatter, circulation records, and other measurements, and the small differences between Bradford and other patterns of distribution have been emphasized—perhaps out of proportion to their importance.[9]

The pervasiveness of this law, or something like it, has been verified by other observations. D. J. Urquhart, who managed what is now the British Library Lending Division, said that interlibrary loan demand for a periodical is, in general, a measure of the total use of that title throughout the country. Urquhart's Law, he modestly called this phenomenon.[10] It does seem strange, for we might be inclined to think that journals in demand would be stocked by local libraries, thus reducing the need for obtaining copies on interlibrary loan or from a central depository. Apparently it does not work this way in Britain, and their findings are substantiated

somewhat by the Associated Colleges of the Midwest (United States). Here, over 4,000 periodical titles were held by one or more of the participating colleges, but only 85 titles were held by all ten. Which titles were most often requested by a member library from the central periodicals bank? Those *not* held by local libraries? Of 33,400 requests, fully 6,000—over one sixth—were for journals held by all ten participating libraries. The greater the number of libraries that held their own runs of a title, the more requests those libraries made to the center for that title.[11] A few journals are used a great deal.

Elizabeth Pan noted something of the same thing. In the field of medicine, journals with large subscription lists tend to be "the ones most frequently used in libraries."[12] If so many readers have their own copies, why are these titles consulted in libraries? Bradford's Law, apparently: heavy use of a few journals.

(2) Another refinement was developed more fully in the 1970s: studies relating amount of use to library holdings of items available.

In the old days we recorded circulation figures for each of the main Dewey classes (and always observed that the 400s were low). But the real question is, how many of the 400s circulate in relation to the number of items we have in that classification? The 800s always accounted for more circulation, but then we had more of those books ready to be borrowed. In a long article in 1974 M. B. Line and A. Sandison swept across the field, slashing down the practice of examining use without regard to availability.[13] Their attack was necessary and undoubtedly had a beneficial effect.

Several studies, then, have determined use in relation to holdings by subject. One of the libraries in Cambridge (England) found, for instance, that in the field of law, the library held 270 volumes, which were used a total of 120 times during the year, so that there were 44 uses per 100 holdings. In music, however, there were only 3 per 100, and in anthropology only 1.[14] One special research library measured circulation against volumes held in each subject but divided those holdings further by date added to the collection, which permitted comparison of items cataloged before and after key dates.[15] In other words, a library might have a huge stock of books in a certain subject, but if most of them are outdated, whereas in another subject they are up to the minute, the use in the two fields must be interpreted in a different light. In an extensive, well-planned study at the Library of Congress, Paul Metz compared holdings

against use by subject, age, format, and language.[16] The Associated Colleges of the Midwest developed a practical procedure for member institutions to follow in making similar surveys.[17] At the University of Illinois, Chicago Circle campus, the automated circulation system is programmed to tabulate borrowing by subject class and by characteristics to see what parts of the collection are used by what kinds of people.[18] Altogether, the importance of holdings in relation to use has apparently been recognized.

(3) During the 1970s there also developed an emphasis on studying collection use as part of the total library operation—another very wholesome trend.

Several of the papers on this subject have dealt with user frustration and its causes, whatever they happen to be. Michael Buckland, then at the University of Lancaster and now at Berkeley, studied users' failure to locate a book on the shelves once its call number had been obtained from the catalog. He reasoned (and demonstrated) that more books would be found if the loan period for high-use books were reduced to one week.[19] Tefko Saracevic and others at Case Western Reserve analyzed all the causes for readers' failure to find desired items. Lack of duplicate copies was among the chief culprits; another was user error.[20] At Cambridge University the patron was asked to use a pink "failure slip" to report a title sought but not found. Often the book was unavailable because someone else had used it and left it on a table: almost 30 percent of the failures were attributable to this one cause.[21] Simply going around at frequent intervals and reshelving the strewn books helped improve performance. Note here that familiarity with Bradford's Law should have led to this conclusion. A few books are used by many people. Use is the best predictor of demand. A book once consulted is far more likely to be sought again than is the average book left on the shelves undisturbed.

At the Science Reference Library in London, Sandison tried to determine the peak days of use for unbound issues of journals. A new issue of a certain periodical arrives in the library: Do people examine it once? When does use of this unbound issue reach its height? When does that use decline? He pointed out that such information can be valuable when deciding the best time to send periodicals to the bindery so as to interfere with use as little as possible, a conclusion that offers some help for one of our most irksome problems.[22]

At the University of Hawaii, in 1968, librarians tried the experiment of

taking three hundred books from the stacks and plumping them down in the lounge of the art building. The books were jumbled every day. Use of those books increased, and patron response is reported to have been positive.[23]

Many use studies have been applied to the weeding of collections, where record of recent circulations has been shown an important factor in prediction of future use—again shades of Bradford's Law. A very common type of study deals with the problem of reducing periodical subscription lists and the probable results of discontinuing certain titles that are seldom used.

(4) Related to this line of approach is another that received only halting attention in the 1970s: costs of use and cost effectiveness.

In 1974 Morris Hamburg and others investigated the Free Public Library of Philadelphia and concluded that the time spent by a borrower, or anyone else, with a circulated document averaged two and one-fourth hours. They arrived at this figure by asking people who were returning books how much time they had spent with each item. (How well the patrons remembered and whether they told the strict truth is another matter.) By other methods, Hamburg and his cohorts reasoned that an hour of use (exposure to a book), inside or outside the library, could be supplied for sixty-six cents.[24]

The famous study undertaken by Allen Kent and his colleagues at the University of Pittsburgh, the most controversial project of the lot by far, gave figures on the cost per circulation of books and periodicals, estimated in several different ways.[25] (For instance, average cost per use of journals in the field of physics was calculated to be $4.12). The interpretations are hard to understand and have been attacked frequently both within and without the university. It seems likely, however, that given even those calculations, it is more economical to supply books through a library than to give students and faculty the money and assistance to buy and store their own. Some critics have expressed (mock?) dismay that the Pittsburgh study did not fulfill an implied promise to assess the ultimate benefits to society of using books in the university library, but such gains would be virtually impossible to measure.

Robert Goehlert checked on the cost per faculty request for the twenty-five periodical titles most frequently used over a four-year period in a library serving three departments in a university. These consisted of subscription price, ordering, binding, and storage for each title. The greatest "bargain"

in the group was *Journal of Politics* at seventeen cents per request. *American Political Science Review* was fifty-six cents, and *Congressional Quarterly Weekly Report* was $4.98.[26] After the top twenty-five, other journals undoubtedly would be more expensive per request. There probably is a Bradford or Ziph distribution of costs per use. For a few journals each use is very inexpensive; a great many titles have extremely high costs per use.

(5) This example leads to another development in the 1970s: further attempts to investigate the amount of use received by materials within the library—values not reflected in circulation records.

At Pittsburgh, Kent and his associates had watchers observe and record use of periodicals and books over a thirty-day period. Critics claim that the method was grossly inadequate in that the thirty-day observations were extrapolated to estimate long-term use, but the projections did not differ radically from measures made in other libraries.

In his work at the Science Reference Library mentioned previously, Sandison wrapped a pink sheet around the outer edge of each periodical issue to be studied. The sheet had to be disturbed whenever the periodical was opened. He kept statistics on the number and titles that were used at least once in a day. The journals concerned with plastics seemed to rank high.

Several studies have found that books used in the library building have the same general characteristics as those that circulate, but the amount of use inside is hard to assess. Some investigators have counted books left on tables; some have added those found to have been misshelved. Green dots (a welcome relief from pink) sometimes have been stuck on periodicals as they have been reshelved, then the number tabulated. But there are difficulties. If the library posts signs asking patrons not to reshelve items, will the request be obeyed? Some say not. It has been pointed out that many of us pull a book off the shelf, consult it, then set it back in place. At one highly specialized research library, observation revealed that in all cases where use in the library was less than ten minutes, the patron reshelved the volume, in spite of signs plainly asking that it not be done. There is evidence, though, that most such uses are for no more than a minute.[27] (It is nonetheless possible, of course, that short consultations like this were important to the user.) In any event measuring in-house use continues to be a challenging problem.

I have noted only a fraction of the papers within the province of my assignment. For instance, the massive *Investigation into Information Requirements of the Social Sciences* and its companion, *Design of Information Systems in the Social Sciences*, completed in England during the decade under the leadership of M. B. Line and others, will require some time to interpret and digest. Altogether, the amount learned in the past ten years is fairly impressive.

Now it is time to ask, What is the future of use and user studies? Will they become more acceptable? To library practitioners, maybe. In his prizewinning *Academic Research and Library Resources*, Charles Osburn (an alumnus) says that these studies have been applied only to a very limited extent, and he finds it strange that libraries dedicated to scholarship should make such little application of scholarly findings.[28] In the 1980 volume of *Advances in Librarianship* H. William Axford predicts that presidents of colleges and universities will consult such studies as the one by Kent at Pittsburgh with the view that the amount of money appropriated for the local collection can be stabilized, or even reduced: "Given the acute budget and space problems facing them in the next decade, it hardly seems possible that university presidents could miss the significance of the Pittsburgh study data indicating that in a large research library it is likely that around 40 percent of the monographs added to the collection in any given year will not circulate outside the library in the next seven."[29]

Axford apparently approved of this outcome. Others, however, fear that use studies may be misinterpreted by the literal-minded, to the detriment of good collection development. David Kronick, for instance, urges us to respect that strange volume which, though undisturbed for years, may, if it is not wantonly destroyed, prove a treasure to the right person who comes upon it at the right time.[30]

But even as we talk about the apparent disuse of some materials and the waste uncovered by the Pittsburgh study and others we should not overlook the waste incurred when a person (maybe a highly paid professional whose time is worth good money) looks for a needed item and cannot find it. These costs, measured by use (or perhaps nonuse) studies, might more than balance the scales. Such studies do, in fact, declare emphatically that there are unmet needs and demands even in our largest libraries. In any event the chief contribution of these projects is, I think, to help libraries get more benefit from the money they spend. I further think that by the year 2000, they will have contributed a significant

amount of usable information. Computerized circulation systems, for instance, will be a big help in gathering the kind of data that can be used to analyze the use of materials with various characteristics, by different kinds of people, for all sorts of purposes. With imagination, we may be able to evolve other methods. I feel that it is a fruitful field for further research.

Notes

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New Strategies to Retain Old Traditions

Richard M. Dougherty

HIGHER EDUCATION enjoyed unprecedented prosperity throughout the 1960s. The euphoria so hypnotized many academic officials that they mistakenly assumed the growth would continue indefinitely. Although the general affluence might have extended well into the 1970s, the period of prosperity abruptly ended as higher education became hostage to events over which it had little control. Student opposition to the Vietnam War kept many campuses in a seemingly perpetual state of turmoil. The value systems of students frequently came into conflict with those of legislators and taxpayers. As a result of frustrations about the war in general and campus activism in particular, some legislatures became less generous in their support of higher education.

This period also saw the creation of equal opportunity regulations that required colleges and universities to accommodate handicapped and minority students, many of whom had previously been excluded from the mainstream of educational opportunity. Too many institutions were ill-prepared to absorb these new groups of students; progress was often slow and universities increasingly found themselves criticized by government officials and leaders of minority groups. Critics argued that higher education was either indifferent or, worse, unresponsive to the wishes of society.

The inflation that became so pernicious by the late 1970s had already begun to erode the purchasing power of educational budgets by the end of the 1960s. As student enrollments leveled and in some cases actually declined, the enrollment-driven formulas that had been so seductive during the years of rapid expansion became less attractive to campus administrators. University presidents could no longer assume that legislatures

would grant their budget requests without question. Politicians, though supportive, came to realize that higher education had not solved the ills of society, and gradually they began to turn elsewhere for solutions to societal problems.

It would be easy for those in higher education to overreact to the present state of affairs. These are difficult times. Considering the prolonged period of growth, however, one should keep current events in clear perspective to avoid losing sight of the fundamental soundness of higher education. This point was underscored in a recent Carnegie study that reminded readers that contrary to the complaints and cries of anguish common in the past decade, the 1970s may have been the best in all history, except for the 1960s, in terms of organizational progress.[1]

The unsettling events that swept higher education in the 1970s are likely to persist for many years. As the federal government reassesses its commitments as a prelude to a gradual disengagement from direct support of many programs, the degree of uncertainty will undoubtedly grow. One can only speculate on the long-term directions of public policy and the nature of the reductions that will actually occur. For example, if student loan programs are cut back, a ripple effect on enrollments will occur as more students find the cost of attending prestigious colleges and universities beyond their financial means. If, on the other hand, the government decides to strengthen the military establishment, loan programs might be expanded since tens of thousands of engineers, scientists, and technicians will be needed to satisfy the personnel requirements of government contractors.

Although all institutions share the overriding uncertainty now facing higher education, it is clear that different institutions will experience different futures. Institutions located in the northeastern part of the country may be affected adversely by demographic shifts, declining tax bases, and higher energy costs, whereas institutions in the south and southwest may be able to achieve previously unattained levels of excellence during the next twenty years if they make good use of the opportunities now before them.[2] One should not, in any event, become overly pessimistic about the future of higher education. Historically, universities have been remarkable for their continuity, and one may expect the same in the future. Universities have survived wars, revolutions, depressions, and industrial transformations and have come out less changed than almost any other segment of their societies. Only sixty-six of all the institutions that existed in the Western world in 1530, when the Lutheran

Church was founded, still exist today in some recognizable form. These are the Catholic Church, the Lutheran Church, the parliaments of Iceland and the Isle of Man, and sixty-two universities.[3]

Academic libraries, like their parent institutions, will also experience different futures. Some will have to cope with an extended period of decline and retrenchment; others will enjoy years of growth and relative prosperity. Most libraries, however, will have to grapple with common problems. Chief among these are escalating operating costs, attractive but expensive new technologies, overcrowded buildings, and physically deteriorating collections. These problems, of course, are not new to librarians. Many notable librarians, including Keyes Metcalf (Harvard), Jerrold Orne (University of North Carolina), Robert Miller (Indiana University), Robert Downs (University of Illinois), and Stephen McCarthy (Cornell), struggled with severe space and budget problems at one time during their distinguished careers. Although technology is largely a phenomenon of the current generation, technological utilization was of interest to librarians from earlier generations as well. Ralph Shaw, Fremont Rider, and Verner Clapp were all articulate spokesmen for technology and began more than two generations ago to urge colleagues to make more extensive use of labor-saving devices.

Although the problems remain largely the same, the critical question is whether the policies, tools, and tactics employed by librarians since World War II will still prove adequate. It is entirely possible, as Patricia Battin predicts, that research librarians will have to adopt new policies if they are to fulfill their primary mission to acquire, store, preserve, and make accessible the human record throughout the remainder of the twentieth century.[4]

This paper assumes that the traditional strategies will no longer prove adequate and outlines why libraries must initiate programs of effective interinstitutional collaboration. But along with collaboration will follow faculty opposition, the causes and remedies of which will also be addressed here. Finally the paper explores mechanisms for containing or managing criticisms in order to implement the organizational transformations that now appear inevitable.

To understand the reasons for the waning effectiveness of traditional procedures, one must first recognize the severity of the problems currently associated with the development, organization, preservation, access to, and use of research library collections. Obviously the present state of

affairs will dictate to a great extent the measures that must be taken to insure the long-term success of library operations.

Development of collections. Each year research libraries purchase a diminishing share of the world's publishing output. Today most library administrators are satisfied if the increase in their annual book fund can keep pace with inflation. The extent of this problem can be illustrated by the experience of the University Library at Michigan. Over the last twelve years its book budget has been increased by more than 150 percent, but during this same period, according to governmental statistics, the cost of books and periodicals has inflated over 300 percent. If growth in the University Library's book budget had kept pace with inflation, its current budget would now be slightly in excess of $4 million instead of the present $3 million. An examination of Association of Research Libraries' statistics reveals a similar pattern for other member libraries.[5] Since it is unlikely that the book budgets of most university libraries will be unexpectedly enriched, it is safe to assume that the number of books and journals an individual library will acquire in the years ahead will continue to decline in relation to what is published.

Organization of collections. Organizing library collections into a coherent body of materials is central to a university library's mission, but the cost of bibliographic control and processing is expensive, so expensive that libraries long ago began to depend on cataloging data supplied by the Library of Congress as a means of controlling the costs of original cataloging. Over the years research libraries have become even more dependent upon LC's bibliographical products. The magnitude of this dependency was underscored recently by Philip McNiff, director of the Boston Public Library, in testimony before a congressional committee, where he reported that libraries currently save $300 million a year by using cataloging copy distributed by the Library of Congress.[6] The fortunes of research libraries, therefore, are intrinsically tied to those of the Library of Congress. If LC cannot supply cataloging data in an expeditious manner, research libraries will find it necessary to engage in additional original cataloging, which is an extremely expensive activity to support. This point is particularly important because in recent years the Library of Congress has had increasing difficulty in handling the flow of new publications.

Preservation of collections. The William J. Barrow Research Laboratory, a well-known specialist in preservation, conducted a study almost twenty years ago in which five hundred papers manufactured between 1800 and 1899 were sampled. Among the characteristics Barrow tested were acidity, fold, and tear endurance. Of the papers tested, 84 percent had deteriorated to some degree and 31 percent were deemed already unusable. From Barrow's work it is clear that many books published in the nineteenth century can already be classified as in a terminal state.[7]

Research libraries will have to film large proportions of their existing collections if the information in deteriorating books and journals is to remain available to users. For a large research library it is not unreasonable to assume that over 20 percent of the collection will require some sort of attention between now and the year 2000. As more libraries establish local preservation and conservation units, the full extent of the problem is surfacing and receiving wider attention. Unfortunately, few scholars and even fewer administrators fully comprehend the full scope and import of the problem.

Access to library collections. Card catalogs have served for decades as the primary tool for access to the collections of university libraries, but their reign seems to be nearing its end. The costs of maintaining card catalogs have escalated as rapidly as the costs of cataloging. The Library of Congress has reported that the costs of filing and other related maintenance activities exceed $1 million a year. In fact it was the high cost of catalog maintenance that prompted LC to close its public card catalogs in favor of a fully computerized on-line file.

Computer-based catalogs will gradually replace existing card catalogs in large academic libraries. But in order to take full advantage of computer-based systems, libraries must first convert card catalog data into machine-readable form. As scholars become accustomed to new catalogs, they will eventually expect the library to install computer terminals in their offices and will further pressure the library to convert its existing catalog records into machine-readable form. Though expensive, these are not unreasonable expectations in a technological environment where card catalogs are no longer the exclusive access tools for collections.

The costs of converting catalog records in a multimillion-volume library could prove staggering. Of course, the actual costs will depend partly on the proportion of the collection selected for record conversion and the amount of information converted for each record. Most cost estimates

suggest a range from fifty to seventy-five cents for abbreviated records to over three dollars for a full MARC-level record.

Utilization of collections. Collection development, organization, bibliographical access, and preservation are all means to the end of bringing resources and people together. Since libraries will actually acquire a smaller proportion of what is published each year, the ability to have needed materials locally available at the time they are needed will gradually decline in the years ahead. Serious degradation of service can be avoided only if librarians are prepared and willing to undertake organizational programs involving interinstitutional collaboration.

The Case for Interinstitutional Collaboration

Cooperation among libraries has played a prominent role in the library traditions of this country. Librarians have accepted, sometimes almost on faith, the premise that cooperation is a worthwhile activity. Today almost all academic libraries, large and small, participate in some form of interinstitutional endeavor.

As one contemplates the future, it seems almost certain that the high costs of building construction, collection maintenance and preservation, and the provision of access to collections will together provide compelling justifications for interinstitutional cooperation. The cost of retaining traditional levels of local autonomy would require millions of dollars above and beyond normal operating costs in order to bring those problems under control. Battin has characterized our need very succinctly when she states that libraries must learn to share dependencies.[8] Unfortunately, interinstitutional collaboration as she depicts it is not a universally accepted concept. Sharing dependencies will require a willingness among libraries to sacrifice some of their local institutional autonomy and to accommodate new forms of governance. This transformation will be more difficult than the casual observer might think. It will require reallocation of funds within existing budgets and a reformulation of library operating policies. At present most libraries allocate much less than 5 percent of their operating budgets toward cooperative ventures, and local policies are rarely well integrated with those of other institutions. For example, when a conflict in cataloging policy occurs between a

local institution and a cooperative program, it is typically the policies of the cooperative that are adjusted to conform to local practice, not the other way around. It has been the deep-seated reluctance of librarians to relinquish their freedom of action that has caused most institutions to proceed very cautiously in areas of cooperation.

The inability to communicate in a timely fashion has also inhibited the growth of interinstitutional collaboration. However, this obstacle is rapidly disappearing with the increasing availability of affordable interactive computer systems. These systems make it possible for personnel at one institution to communicate with their counterparts at other institutions. Research Libraries Group's computer system, RLIN, for example, has the capability for bibliographers to exchange information on-line concerning the purchase of expensive items or the preservation microfilming of specific titles. In either case, the availability of such information might lead an institution to decide not to microfilm or purchase a title that another library has, but rather to purchase or preserve a title of comparable importance to scholarship.

Library networks and consortia began to emerge in the 1970s with the appearance of such organizations as SOLINET, NELINET, OCLC, Inc., and the Research Libraries Group. Two of the largest organizations, OCLC and RLG, are currently developing programs specifically designed to address the needs of research libraries. The objective of RLG's programs is to distribute the burdens of collection development, resource-sharing, and preservation among its members. Its computer-based system allows the twenty-seven owner-members to communicate easily with each other. Very recently, a group of librarians representing research libraries in OCLC created an advisory group, the Research Libraries Advisory Committee, which hopes to redirect OCLC's programs to better meet the special needs of research libraries. Although the strategies of research libraries in RLG and OCLC sometimes differ, there seems to be an overall consensus about the importance of library cooperation.

Creating a Supportive Campus Environment for Change

The politics of most university communities are decidedly liberal, but their attitudes toward institutional or programmatic change are often conservative to an equal extreme. On some campuses the greatest chal-

lenge facing library directors will be the creation of a climate receptive to change.

In research university environments, the success or failure of a new program often rests with the willingness of its scholars to cooperate. Consequently, the more one becomes familiar with a campus's political structure and organization, the better will be one's chances of successfully implementing change. In this regard, T. R. McConnell suggests that most research campuses are governed by an oligarchical structure. Within this structure, he identifies three categories of faculty: gladiators, spectators, and apathetics. The gladiators represent a relatively small group of people who take personal responsibility for participating in academic governance. These faculty and administrators tend to dominate committee memberships and administrative posts and usually exercise influence far beyond their numbers. McConnell speculates that perhaps as many as 80 percent of an institution's faculty never hold committee memberships or do so only once.[9]

McConnell's model suggests that a library manager's prospects for instituting change will be directly correlated with his or her success in winning the support of the campus gladiators. If the gladiators choose to erect barriers they may successfully thwart change, and at the very least a library director who opposes the gladiators runs a risk if he or she proceeds to act in the face of their opposition. The prudent manager weighs such risks carefully before venturing forth. There is no point in generating an acrimonious confrontation with the campus community unless the change is commensurate in importance with the risks.

A plan for change should reflect local needs and available resources (both human and dollar resources) and should take into account longstanding institutional traditions. There are many possible components to a successful plan, but a few factors are crucial in nearly every case: (1) the organization must clearly recognize the need for change; (2) capable leadership must be present; (3) the necessary resources must be available; and (4) incentives to accept change must be provided.

Recognizing the need. A university community must be convinced that a change is necessary. Often it is an external stimulus that best mobilizes a campus into action. In the 1950s, for example, when our society seemed threatened by the technological advantage of the Soviet Union, universities were recruited by the government to rectify the imbalance. This sudden emphasis on technological research was viewed by most faculties

as a positive development: consequently, research institutions rapidly geared themselves to accommodate new research programs and subsequently became the beneficiaries of millions of dollars in federal support. But consider what happens when the need is not generally accepted. In the late 1960s students' demands for curricular reforms became common. These changes were frequently not initiated by the institutions themselves but were undertaken only after pressure was brought to bear by dissatisfied students. The reforms often proved to be more cosmetic than substantive. More recently changes in societal attitudes toward higher education, coupled with a generally deteriorating financial base, have compelled institutions to reexamine their programs, staffing patterns, and even the scope of their educational mission. In most cases progress has been made only after the need for change has been generally, if grudgingly, accepted.

Leadership. Organizational change must be directed by a positive program of action; it will rarely occur under *laissez-faire* leadership. Within libraries change will occur only if library directors serve as catalysts for change. Librarians will have to mobilize supportive faculty and students; and when change requires a large financial commitment, librarians will also have to convince academic officers and governing bodies that a change is worth the initial dollar investment.

Resource availability. A program of organizational change should not be undertaken unless the necessary resources are available. Support of a sophisticated on-line catalog will require money for hardware acquisition and systems and programming expertise. One would not want to abort or unexpectedly scale down such a project because of an unanticipated scarcity of resources. The need to identify resources in advance is particularly crucial when resources are limited.

Providing adequate incentives. Individuals often respond favorably to positive incentives. Seed grants, travel support, special leaves, release time from regular assignments, sabbaticals, early retirements—all of these are examples of tactics an academic administrator can employ to gain acceptance of organizational change. The task of the library director may be more difficult because the changes advocated by librarians are frequently viewed negatively by scholars. Resource-sharing provides the perfect case to illustrate this conflict in attitudes. What is the incentive for scholars to embrace resource-sharing if it means needed materials must be obtained

from another library when formerly the material could be obtained locally? Although the benefits of resource-sharing are apparent to librarians, they may not be so apparent to working scholars. Consequently scholars must be convinced of the desirability of resource-sharing if librarians are to win their support. In general, library directors will have to work hard and employ a certain measure of creativity to provide the necessary incentive for change.

Overcoming Conflicts in Campus Value Systems

Creating a climate receptive to change in an academic setting is frequently made more difficult because the value systems of faculty, fiscal officers, and administrators are in conflict. While it is not difficult to convince a historian that preservation of historical documents is worthwhile, justifying the multimillion-dollar expense to a fiscal officer is no easy task. The short-term costs of preservation may not seem so staggering when compared with the long-term consequences of inaction, but the fiscal officer will not and should not accept such a proposition solely on faith. In the same vein, it may be relatively easy to convince a university administrator of the benefits of sharing nearby library resources, but as mentioned previously, it will be more difficult to convince a scholar that indirect access to library materials is a suitable substitute for local ownership. In order to build a campus consensus on the necessity of change, a library director may have to become a combination of statesman, politician, and salesman.

Preparing for the Year 2000

At the risk of overreacting, campus officials must be cautioned not to underestimate the severity of problems that confront research libraries. To manage these problems traditional library operating policies and attitudes will have to undergo significant reformulation. The 1980s may prove to be a period of trauma for higher education, but they could also prove to be the most exciting decade of our generation. The power of the computer will provide librarians with unprecedented capacity to store,

manage, and retrieve information. Library users will be able to identify, locate, and obtain more of what is published than was previously possible. Though the 1980s may not appear to be an era that promises growth and prosperity for higher education, Clark Kerr offers some sage advice that might allay some anxieties: "by the year 2000 the grandchildren of the GIs will be ready to enter college, enrollments will be rising again. Half of the faculty will be retiring and will need to be replaced in a single decade, offering the chance to bring in new blood in new fields. All of those buildings that were built in the 1960s will have to be torn down or rebuilt or renovated."[10]

Planners tell us that people get excited about the future when they become energized by prospects of better, more satisfying opportunities. So in spite of the specter of cramped buildings, deteriorating collections, and inadequate book budgets, programs based upon interinstitutional collaboration could potentially generate unanticipated levels of excitement. Librarians of the year 2000 may judge our generation by our success in convincing scholars to embrace this evolving philosophy of shared dependencies.

Notes

1. Carnegie Council on Policy Studies in Higher Education, *Three Thousand Futures: The Next Twenty Years for Higher Education* (San Francisco: Jossey-Bass, 1980), p. 13.
2. Clark Kerr, "Key Issues for Higher Education in the 1980s," *New Directions for Higher Education* 28 (1979): 3–4.
3. Carnegie Council, *Three Thousand Futures*, p. 9.
4. Patricia Battin, "Research Libraries in the Network Environment: The Case for Cooperation," *Journal of Academic Librarianship* 6 (1980): 68–73, 69.
5. Association of Research Libraries, *ARL Statistics 1980–81* (Washington, D.C.: Association of Research Libraries, 1981).
6. U.S. Congress, House, Subcommittee on Legislative Branch Appropriations of the Committee on Appropriations, *Hearings on Library of Congress Appropriation for Fiscal 1982*, 97th Cong., 1st sess., 2 March 1981, pp. 975–79.
7. W. J. Barrow Research Laboratory, *Permanence/Durability of the Book, V: Strength and Other Characteristics of Book Papers, 1800–1899* (Richmond, Va.: W. J. Barrow Research Laboratory, 1967), p. 30.

8. Battin, "Research Libraries," p. 70.

9. T. R. McConnell and Kenneth P. Mortimer, *The Faculty in University Governance* (Berkeley, Calif.: Center for Research and Development in Higher Education, 1971), p. 171.

10. Kerr, "Key Issues," p. 10.

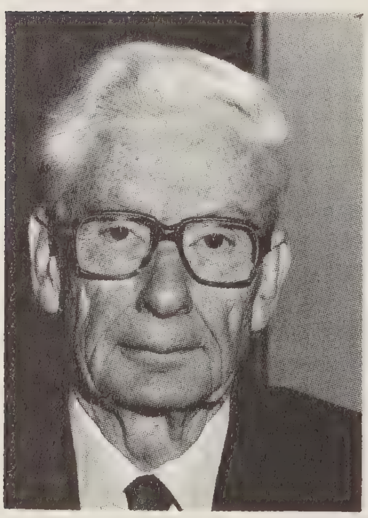
A Photographic Essay

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
1931
1981
SCHOOL OF LIBRARY SCIENCE

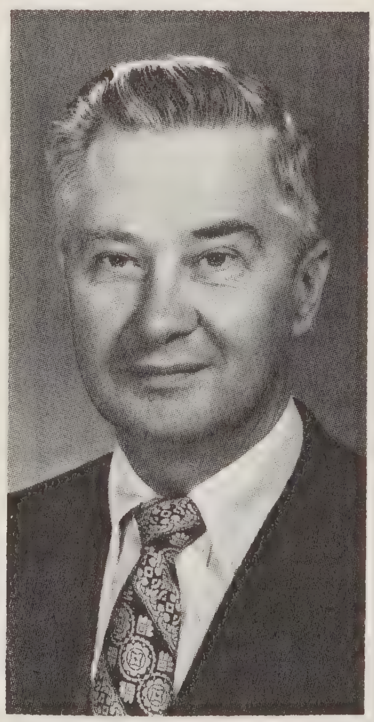
designed by Elizabeth Holder

Mr. Greenaway

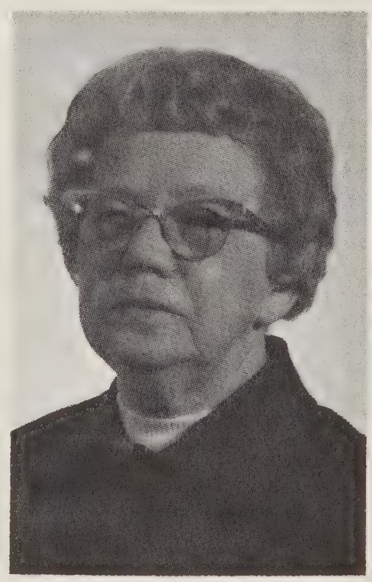
Ms. Poole



Mr. Fussler



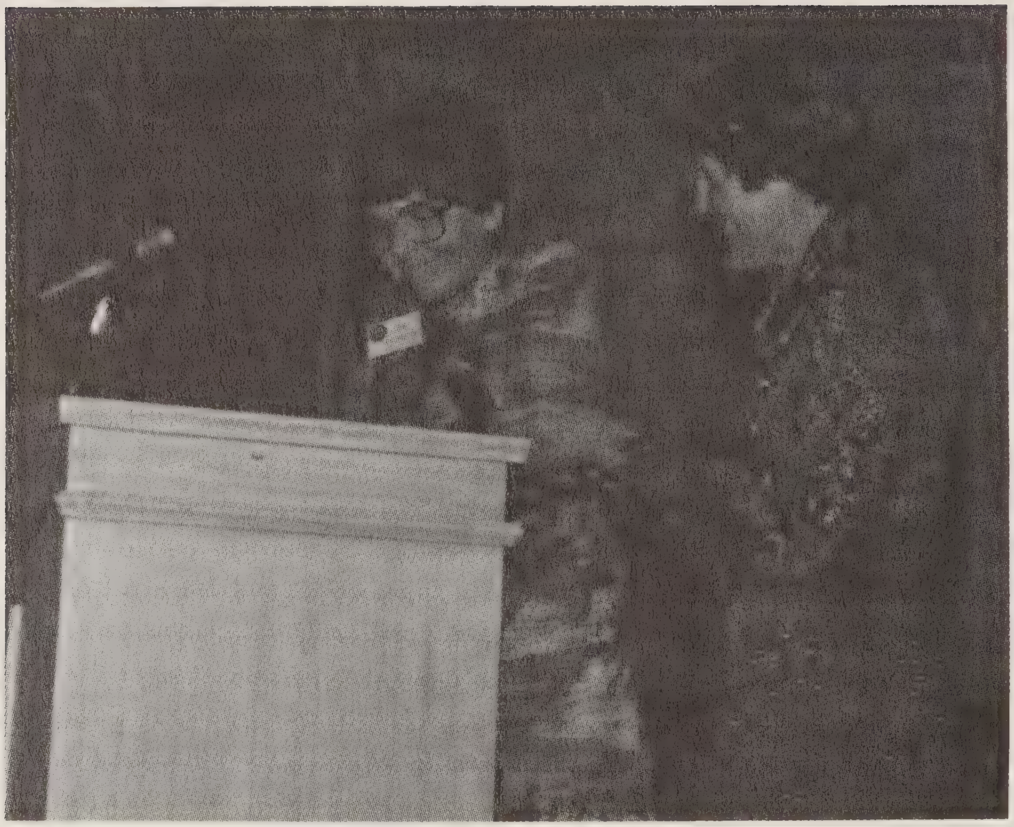
Mr. Powell



Ms. Query

Aline Chesson, a current student at the School of Library Science, gets to know Dean Akers.

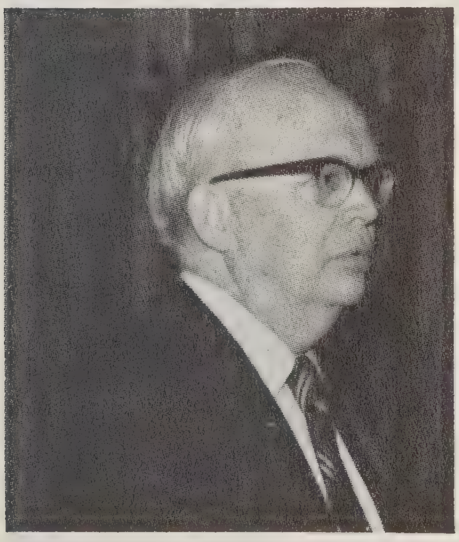
The Registration Desk for the Fiftieth Anniversary Celebration offered such treats as tours of area libraries and a special anniversary issue of The Galley, *the student publication of the School of Library Science.*



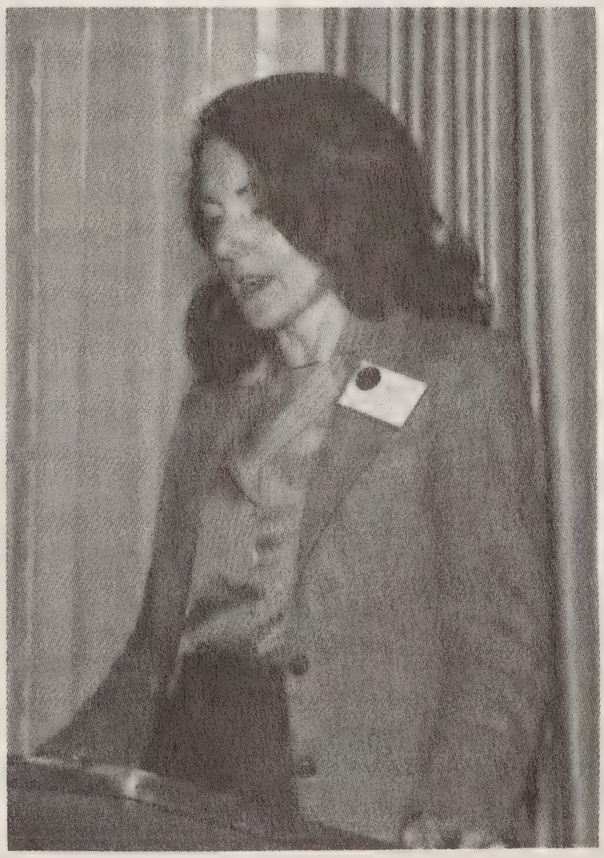
*Outgoing Association President Nell Waltner (*left*) passes the honorary "spoon" to new President Pattie McIntyre.*

*Representatives of each decade who presented reminiscences are (*left to right*) Fred Roper ('62), Coyla McCoullough ('75), Robert Miller ('53), Tera White ('42), and Evelyn Mullen ('32).*

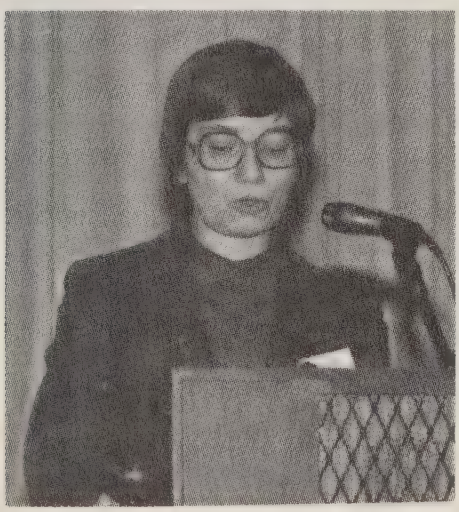
Jean Freeman talks with alumnae Lena Mae Williams and Louise Hawkins, who was a member of the School's first class of graduates.



Budd Gambee



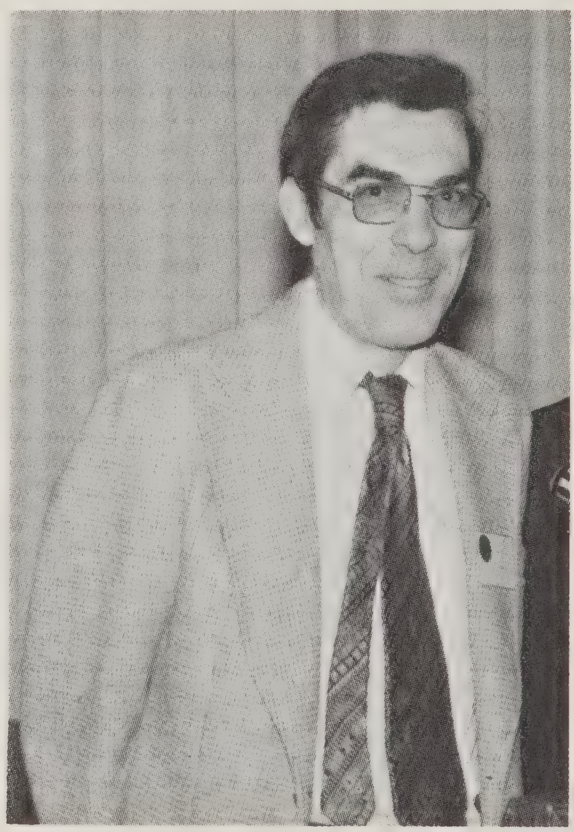
Mary Horres



Barbara Branson

Jean Freeman, Dean Holley, and Assistant Dean Fred Roper greet alumni and former faculty at the bustling and crowded reception.

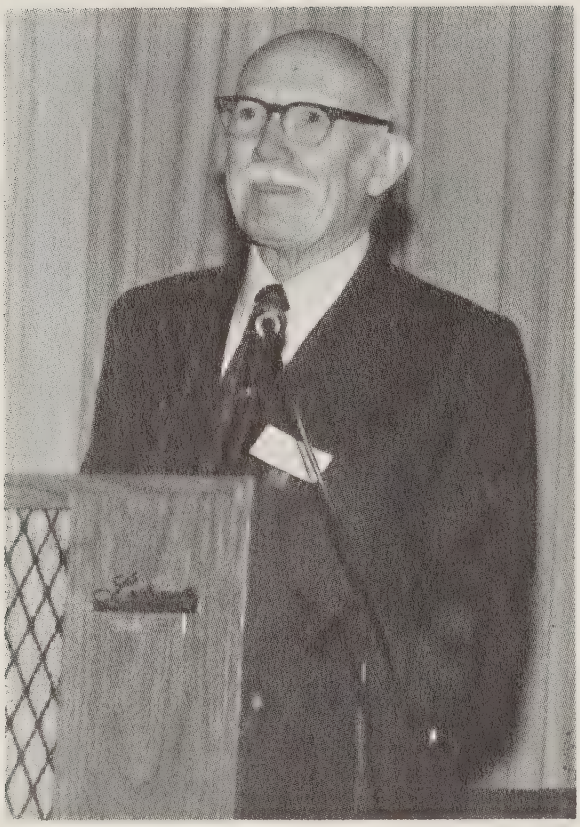
Fiftieth Anniversary Committee Chairman Rebecca Ballentine was presented with flowers in appreciation of her fine work.



Martin Dillon

Penny and Betty Wilson, daughters of the School's founder, Louis Round Wilson, visit with Dean Akers and Dean Holley.

Dean Holley, Herman Henkle, David Kaser, Harold Goldstein, and Jerrold Orne talk at opening reception.



Haynes McMullen

Dean Lucile Henderson chats with Sarah McAllister Thrush (seated) *and Bobbie Newman Redding* (foreground).

Nineteen of the twenty-nine presidents of the Alumni Association gathered for a President's Breakfast during the Fiftieth Anniversary Celebration. Pictured are (front row, left to right) *Nancy Fogerty, Grace Farrior, Pattie McIntyre, Emerson Greenaway, Betty Young, Elizabeth Holder;* (back row, left to right) *Joe Rees, Gary Barefoot, Norma Royal, Rebecca Ballentine, Nell Waltner, Bob Pollard, Frances Hall, Louise Deshaies, Margaret Knoerr, Anne Carmichael, Barbara Branson, and Adriana Orr.*

Information Science and Libraries: A Note on the Contribution of Information Science to Librarianship

Charles H. Davis

MANY IMPORTANT CHANGES have taken place over the last thirty years. Only a hermit could have ignored that fact. Advances in computer hardware and software, with concomitant developments in communications technology, may in fact be the most important series of events to affect librarianship since the invention of moveable type and the printing press. It is doubtful that most Europeans living in the latter half of the fifteenth century were aware that they were living through a renaissance. Similarly, we may not fully see the implications of the changes that have taken place during the last generation. Just as the ease of distributing books, pamphlets, and other printed materials meant greater access to knowledge in the fifteenth and sixteenth centuries, so the ease of disseminating information through mass media and computer-based networks will mean improved, almost instantaneous access to information by virtually everyone in today's society.

Does this mean that more widespread use of television, computer-assisted instruction, and other modern techniques will force libraries to abandon printed materials and traditional approaches? Does it mean that we are on the threshold of a paperless society, where reading will be regarded as a curious artifact from the past? No. But we must reassess the balance of all such media in contemporary society so that we can provide better service to all of our clientele.

The portion of this paper entitled "Mediating the Media" was first published by the author in *Videodisc/Teletext* 1, no. 1 (winter 1981): 38–40, and is reprinted here with the kind permission of Microform Review, Inc.

Mediating the Media

"For the 1980s Beware All Expert Predictions," reads the caption for a staff article in the 18 January 1980 issue of *Science*. The article points out that experts promised us programmed dreams and picturephones in the 1970s and cites other examples of projections that have not fared well: Zbigniew Brzezinski is quoted as reporting that we would be living in something called the "technetronic era," and Alvin Toffler in *Future Shock*, we are reminded, warned us of society's psychological problems in keeping up with an accelerating rate of technological change. The writers then point out that in 1980 it is rather the deceleration in innovativeness that is the subject of widespread concern, at least in this country.[1]

In library and information science specifically, a number of writers have been rushing into print to tell us of the demise of the printed word. Wilfrid Lancaster has written several articles on this topic and has even published an interesting book entitled *Toward Paperless Information Systems*.[2] These are excellent expositions that challenge us to think about the directions we are taking in library and information science. However, while it is certainly true that we seem to be moving progressively toward a less paper-full, if not a paperless society, the scenarios generally involve research scientists rather than the general public. Somehow sight is often lost, not only of the arts and humanities, but also of the recreational function of libraries.

We must recognize that computers and improved telecommunications can help dramatically, but also that there will always be problems that do not lend themselves to solution by algorithmic or mechanistic techniques. Intellectual freedom, censorship, ethics, interpersonal relationships of all kinds, and certainly questions of aesthetics and elegance come under these categories. If one doubts that aesthetics are still a matter of concern, one need only consider Heywood Hale Broun's observation that there is no comparison between the sentences "These are the times that try men's souls" and "Soulwise these are trying times." Aesthetics-wise, the second example leaves something to be desired.

Whether we take Marshall McLuhan seriously or not, we may also forget that media tend to be additive or cumulative and that they are not mutually exclusive. Handwriting, books, the telegraph, the telephone, newspapers, radio, movies, live theater, and television all continue to coexist, although each may modify the use to which others are put. It is

the balance or ratio of use with which we should be concerned, and it is in this sense that the term "mediate" is now being used—namely, in the sense of reconciling the various media. The word is certainly not being used in the sense of applying audiovisual techniques, nor is it related to "remediating," which has come to be associated with remedial learning. Edwin Newman has commented on this particular usage in *A Civil Tongue*, where he notes, "The first time I ran across it, it took me some time to realize that it had nothing to do with mediating, still less with mediating again."[3]

Lancaster has been asked about the syndrome in which people write about the forthcoming demise of the printed word. His own explanation is a fairly cogent one: he hopes to write the last book. It has been suggested by others that he then hopes to make it into the *Guinness Book of World Records*—an interesting, but seemingly self-contradictory possibility. It has also been suggested that the University of Illinois should establish an endowed chair, to be called the Electric Chair of Library and Information Science.

Be that as it may, it is important to remember that libraries serve a recreational as well as an informational function, and that they must continue to address the use of different media in that context. We tend to forget that media are qualitatively different and that we derive pleasure as well as information from each of them in different ways. It seems clear, for example, that the amount of imagination required for the proper interpretation of the printed word is greater than that for, say, radio drama, which in turn requires more imagination than television or movies. Radio theater from the 1930s and 1940s, when not available later, was reinvented or at least rediscovered by kids in the 1960s and 1970s through phonograph recordings such as the Firesign Theater and the records of Cheech and Chong. It would seem that such media are here to stay, at least in some capacity, and that we must not overlook them in our well-intentioned efforts to provide increasingly better information services. In an interesting pamphlet entitled "Does Reading Have a Future?" Guy Garrison observes that "in the last 20 years, it seems to me, librarians have been too ready to accept the view that the future of communication lies in electronic impulses rather than the printed page, too ready to downgrade books and reading in favor of the technologies of information storage and retrieval. There's nothing wrong with joining the on-line revolution, but good sense dictates that libraries should vigorously promote reading and the printed page as well."[4]

To this should be added a word about audiovisual (AV) materials. There seems to be a residual prejudice, in postsecondary education particularly, against the use of AV. There are probably some "historical" reasons for this. One may be the close association of AV with grade-school and high-school teaching. It may also be possible that there is at least a subconscious need on the part of professors in some fields to test the ability of individuals to cope with abstractions. In the humanities, this may manifest itself in a heavy reliance on written and printed materials. In mathematics and the sciences, it may manifest itself in a resistance to new symbolism and an insistence on the use of mathematical symbols that have been with us since at least the seventeenth century. Many scientists now argue that these should be replaced by twentieth-century symbols such as the codes used with various programming languages, which are generally easier to understand. Regardless of whether one is talking about the humanities or the sciences, this dependence on traditional literary and mathematical devices may stem from what Derek Price has called "the inertia born of tradition," albeit in a somewhat different context.[5] However (and this was the original point), it may also come from a desire to test each other's powers of imagination—a sort of built-in sensitivity test that weeds out people with literal-minded and/or reductionist tendencies.

Of course there is also what is called "visual literacy," the ability to interpret films or video presentations in a sensitive and intelligent manner; however, as noted earlier, there are manifest differences between reading or hearing and the highly "literal" medium of hearing *and* seeing. The ultimate medium, one that might follow the three-dimensional holographic images that are already a reality, could be the Feelies invisioned by Aldous Huxley. The following delightful paragraph is to be found in *Brave New World.*

> "Going to the Feelies this evening, Henry?" enquired the Assistant Predestinator. "I hear the new one at the Alhambra is first-rate. There's a love scene on a bearskin rug; they say it's marvellous. Every hair of the bear reproduced. The most amazing tactual effects."[6]

The senses of smell and taste should not be forgotten either, neatly rounding out the possibilities for audience participation. There are already the "scratch and sniff" books that (as far as I know) are restricted to the amusement of children. This "ultimate medium" could be obtained liter-

ally by involving everyone intimately in dramatic performances—forever obliterating the already somewhat artificial distinction between observer and observed. Or the experience could conceivably be effected chemically, if we become sufficiently sophisticated to use in an innocuous manner whatever molecules play a role in the storage, retrieval, and transfer of memory.

In the meantime there is evidence even in the arena of scientific research that the paperless society will not be upon us immediately. It is fairly common, for example, for researchers to obtain a variety of cathode ray tube (CRT) display devices, only to find that they must then spend additional money on printing equipment to get computer output in hard-copy form. Otherwise they would have to transcribe the contents from the screen or take photographs of the images. In addition, there is evidence that some on-line services must, at present, be subsidized through the sale of the hard-copy indexes from which they are derived. And finally, it must be recognized that paper represents one of the few renewable resources that we have, one that can be regenerated through recycling and proper forestry.

A recent advertisement for the Volkswagen Rabbit Diesel addresses itself to a real irony—that it is sometimes cheaper to drive somewhere than it is to make the corresponding phone call:

> A Rabbit Diesel is so inexpensive to drive, it can take you from Boston to Hyannis on a mere $1.92 of fuel. A 10-minute phone call, on the other hand, will set you back about $3.09. . . . Why not call your dealer to arrange a test drive? It could be the last phone call you ever need to make.

Whether Volkswagen will be able to keep up with rapidly rising fuel costs remains to be seen, and the advertisement does ignore the depletion of a nonrenewable resource. However, at the same time it drives home the point that there are some things that we will always prefer to do in person. On-line isn't everything.

In any case the strongest arguments for paying attention to all kinds of media probably come not from informational activities, but from the recreational and humanistic functions that appeal to all of us. From a technological standpoint, there is the increasing availability and decreasing cost of both videotape and videodisc units. There is the pending replacement of analog signals, requiring expensive copper wire, with digital light signals using fiber optics and relatively inexpensive tech-

niques. And there is the increased attention being paid to the potential for cable television, including user-oriented and interactive systems. Recently, there has also been widespread replacement of pay movies in hotel rooms with Home Box Office and similar cable services. The movies are now being provided as a regular (and minor) part of the cost of the hotel room. Such trends can hardly go unnoticed, and they have clear implications for education as well as entertainment.

Librarianship has always looked to the older and better-established professions for precedent. Usually librarians have looked toward medicine and law, although it could be argued that many of us, particularly library educators, may emulate theologians as well. We certainly make pilgrimages, to Washington, and we often pray that things will get better. By extension it occurs to me that we might also take a look at dentistry. It was after all a dentist who invented the electric chair, to which I referred facetiously earlier. Perhaps we could build a similar device, one in which patrons are strapped down while the virtues of libraries are drilled into them. We could even have patron saints. It fairly beggars the imagination.

A more likely future, however, would seem to be one in which a balance among the various media is achieved over a period of time. Libraries and information centers of all kinds will learn to accommodate the various media and will provide them either through lending mechanisms or else through electronic channels and some form of dial access to homes, classrooms, and offices. It also seems reasonable to think that no particular medium will be predominant.

Pure versus Applied Research

Practicing librarians often think they have little or no time for research, and they are often right. But it is instructive to take a look at the history of scientific and technological discovery. Basic research has often come *after* technological discoveries, and the discoveries have often been made by practitioners. Archimedes discovered the famous principle that now bears his name while trying to satisfy a king's request to determine the relative amounts of gold and silver in a crown. Pasteur set forth the basic principles of bacteriology while working for the wine and silk industries. The steam engine was around long before the science of thermodynamics. And in this country, the telephone was quite well established by the time

that Shannon and Weaver had developed a satisfactory theory of channel capacity in communication.

In a number of fields other than library and information science, there is an implicit understanding that professional and academic matters are inextricably intertwined and that they reinforce each other. In the sciences particularly there is a substantial body of evidence suggesting that this is the case, even when we take care to differentiate properly between science and technology. But we are accustomed to thinking that basic research always precedes applications—a notion that is not discouraged by agencies such as the National Science Foundation. However, the evidence shows that the converse is often true and that science is frequently the beneficiary of good technology. In fact modern science has always been heavily dependent on instrumentation because of the need for precise and accurate measurement. High technology resulting from the space programs of the last two decades has even transformed astronomy from an observational to an experimental science. Did technology arise from basic research in this instance, or is science merely along for the ride?

The point is that artificial distinctions between professional and academic concerns are not useful. They may even inhibit the growth of knowledge by erecting barriers to intelligent funding by agencies who view anything "applied" as beyond the scope of their responsibilities. In the case of science and technology, the issues are fairly clear; in librarianship and other professions such as law, medicine, and business administration, the interdependence of theory and applications should be apparent too. What constitutes research, for example? And how does it differ from management science, which often uses the same techniques and tools?

An interesting question. And the answer seems to be that what changes one to the other is the level of risk one is willing to take. Probability theory and statistics do not change from one arena to the other—that is, when one moves from formal hypothesis-testing to administrative decision-making. What changes is the degree of risk, or the confidence level one wishes to accept before moving ahead with a given task. In research, one must be as sure as possible that enough support has been found for a hypothesis. In administration or management, one need only gather enough evidence to improve the decision-making process over arbitrary alternative procedures such as drawing straws or flipping a coin. Naturally, the better the evidence, the better the decision is likely to be; however, there is often insufficient time in administration to go through all the

procedures that would constitute good research—work that is publishable and that can be expected to withstand the pressures of lengthy peer review.

The interplay between academics and practitioners can be extremely valuable. This has always been acknowledged in those areas where experience is often the best teacher—for example, in intellectual freedom and censorship. However, it is equally true in the area of research. Teachers will be reminded of the problems faced by their colleagues in the "real world," and they may in turn get ideas for new projects. Practitioners will be reminded of the value of techniques that academics have the time to master but practitioners seldom do. In any case it seems clear that better and more frequent contact between the two groups would be highly desirable.[7]

Some Particularly Interesting Problems

With the advent of contemporary information science, librarians and library researchers have been using more of the techniques of the social and behavioral sciences. This is particularly true in cases where we are trying to find out how people use libraries and information services. Studies of the interface between the user and the reference librarian are particularly difficult, and earlier textbooks in fact refer to "library mind-reading." In order to go beyond this mind-reading stage, so that we can determine how and why people use libraries and information services, we must do one of two things. We must either alert the subjects of our study that we are going to try to find out about them, thereby running the risk of interfering with the experiment being conducted, or else we must attempt to use unobtrusive methods, perhaps hidden microphones and videotape recorders, thereby running the risk of invading the users' privacy. Reconciling these problems will be a difficult task as we set out to determine the whys and wherefores of library use, whatever the context.[8]

On a deeper level, we need to look at how people associate symbols with their referents in the first place. Among other things, we need to study the semantics and semiotics associated with indexing and classification. Such subjects are of particular interest to the information scientists who have now entered the field of librarianship.

Specialists in information theory have also shown us that general communication takes place by way of several basic steps and that these steps can be generalized. There is a source that produces a message, a transmitter for sending the encoded message by some sort of signal along a channel, and a device for receiving the signal and then converting it into the original message for delivery at the destination. "Noise" is any disrupting influence acting on the signal as it traverses the channel; it may actually distort or obliterate the message if there is too much of it. This model, far from dealing only with telephone or radio communication, can also be considered in connection with the printed word. The ancient Greeks, for example, wrote much that is highly relevant and interesting to us today; that this material is transmitted to us by the printed word, millenia after its first appearance, does not matter. We are involved with a communications system just as real as the one that broadcasts our news to us instantaneously. There is, as a matter of fact, an analogy between static and "snow" on radio and television and the errors that creep into editorial and printing processes. There is a general tendency in systems toward disorder (associated with the concept called entropy), and librarians, through the proper use of symbols such as those in our formal classification schemes, subject-heading lists, and thesauri, attempt to minimize this tendency toward disorder by providing relatively unambiguous symbols to which users (or at least other librarians) can relate.[9]

Specialists in information science have been somewhat reluctant to extrapolate from information theory, thinking that the models might be restricted to engineering concepts such as channel capacity in telephone communication. But in recent years it has become increasingly clear that the concept of entropy and order can be associated with such seemingly diverse fields as economics, the arts and humanities, and information storage and retrieval. The studies in this area (which are of course theoretically interesting) may very well have practical applications.[10]

In the area of artificial intelligence particularly, there is some hope that we can make our on-line retrieval systems more "user-cordial" by programming a certain amount of quasi-intelligent behavior into them.[11] This would not obviate the need for a professional reference librarian or information specialist but would help screen out those questions that are of such a straightforward nature that they do not require professional intervention. Such systems would clearly be of use in traditional school, academic, and public library settings (as well as special libraries) and moreover could provide insights into how people learn how to do *any-*

thing, thereby providing a measure of research interest to the education process generally.

Norbert Wiener, often called the father of cybernetics, stated the following in his classic work *Cybernetics*:

> The processes which lose information are as we should expect, closely analogous to the processes which gain entropy. . . . No operation on a message can gain information on the average. Here we have a precise application of the second law of thermodynamics in communication.

Later in the same book he notes the following:

> There is a well-known tendency of libraries to become clogged by their own volume; of the sciences to develop such a degree of specialization that the expert is often illiterate outside his own minute specialty. Dr. Vannevar Bush has suggested the use of mechanical aids for the searching through vast bodies of material. These probably have their uses, but they are limited by the impossibility of classifying a book under an unfamiliar heading unless some particular person has already recognized the relevance of that heading for that particular book. In the case where two subjects have the same techniques and intellectual content, but belong to widely separated fields, this still requires some individual with an almost Leibnizian catholicity of interest.[12]

Wiener was addressing himself to a central problem of library and information science. The context seems a bit strange, because we are used to seeing the concept of relevance applied to search evaluation rather than to cataloging or indexing. However, on closer examination this is not so strange, because the initial relevance judgment *is* made by catalogers and indexers. If these people make a mistake, then the document in question—be it a book, a research report, or whatever—may be lost forever. But how do we make these relevance assessments? How does one determine whether or not a document will be valuable?

Tefko Saracevic has given us a very good overview of the literature on relevance.[13] However, it is clear that many (if not most) questions of this type remain unanswered. We seem to know what relevance *isn't*—that it is not, for example, something intrinsic to the printed word. But it is extremely difficult to determine exactly what it *is*. We know not only that the judgment of relevance changes from person to person, depending on

the context and the information that people bring with them to a particular situation, but also that it will change even for the same person over time, again depending on the background that the person brings to bear on a particular problem.

These are fundamental issues, and they continue to intrigue information theorists in general and computer scientists in particular. In his Pulitzer prizewinning *Gödel, Escher, Bach: An Eternal Golden Braid*, Douglas Hofstadter makes a number of observations that are reminiscent of those made by Wiener. For instance: "When a human forgets, it most likely means that a high-level pointer has been lost—not that any information has been deleted or destroyed. This highlights the extreme importance of keeping track of the ways in which you store incoming experiences, for you never know in advance under what circumstances, or from what angle, you will want to pull something out of storage."[14] This sounds very much like Wiener and recognizes once again the difficulty not only of remembering something, but of accomplishing effective storage, retrieval, and dissemination of information in libraries and information centers.

Hofstadter is not content merely to tie together the formalism of mathematical logic, the paintings by M. C. Escher, and the compositions of Johann Sebastian Bach but goes on to suggest a deep parallel with the processes involving the DNA molecules that are responsible for heredity. It is food for thought to realize that the issues that concern us as librarians when we catalog and index documents, and then try to retrieve them on demand, may be just as fundamental as those that govern life itself.

Library and Information Science: A New "Interdiscipline"

There is absolutely no question that libraries and librarians will play a crucial role in education and recreation in the future, and the principal reason for my confidence is that we are talking no longer about a profession of librarianship, but rather an emerging interdisciplinary field called library and information science. Librarians and library educators have always dealt with a variety of media, not just with the printed word. But the advances in computer technology and telecommunications since World War II have riveted our attention on the need to prepare our

people more broadly than ever before. It would have been difficult, for example, even for those specializing in information science, to have predicted ten years ago that a bibliographic utility like OCLC would presently be providing dynamic on-line access to well over seven million records for more than two thousand libraries in North America. And the progress of the on-line retrieval services such as BRS, Lockheed, and SDC has been just as impressive.

It is clear that it will be easier than ever before for people to obtain, without leaving their homes or offices, a great deal of the information and entertainment that they want. On the other hand information intermediaries will always be needed, and there is ample evidence to support this contention. In his study of a computer-based information service at the University of California at Los Angeles, James L. Carmon has reported that the service is considered an extension of traditional reference services, that the user-intermediary interview is an important part of the interface with the system, and that it is doubtful that an automated system will ever approximate the facility shown by human intermediaries in interpreting certain types of responses.[15] In a similar situation at the University of Pennsylvania, James A. Cogswell has reported that thirty to forty minutes are devoted to a pre-search interview and that it is regarded as "the most important part of the search process."[16] Not only has this interview assisted the information specialist in gaining a better idea of the nature of the query, but it has served to acquaint the user with the wide range and sophistication of services available. In short, the process can be used not only to serve informational purposes, but also to foster better public relations for the library.

Conclusion

All librarians and information specialists are indebted to the early printers such as Gutenberg and Aldus Manutius. But we are also indebted to philosophers, scientists, and mathematicians such as Pascal and Leibniz, who *inter alia* invented the first calculating machines. Ours is not just the heritage of the printed word; it is the heritage of symbol manipulation generally. We need to preserve the best of our humanistic, historical, and bibliographic traditions. However, we also need to engage in more empir-

ically based research and to incorporate, at an accelerated pace, those elements of information science and technology that have clearly withstood the test of time.

Notes

1. Nicholas Wade, "For the 1980s Beware All Expert Predictions," *Science* 207 (18 January 1980): 287–88.
2. F. Wilfrid Lancaster, *Toward Paperless Information Systems* (New York: Academic Press, 1978).
3. Edwin Newman, *A Civil Tongue* (Indianapolis: Bobbs-Merrill, 1976), p. 131.
4. Guy Garrison, *Does Reading Have a Future?* (Muncie, Ind.: Ball State University Department of Library Science, 1979).
5. Derek J. de S. Price, *Little Science, Big Science* (New York: Columbia University Press, 1963), p. 91.
6. Aldous Huxley, *Brave New World* (New York: Bantam Books, 1946), p. 23.
7. Charles H. Davis, "Research Record," *Journal of Education for Librarianship* 20 (Summer 1979): 80–81.
8. See James I. Wyer, *Reference Work* (Chicago: American Library Association, 1930); Mary Jo Lynch, "Reference Interviews in Public Libraries," *Library Quarterly* 48 (1978): 119–42; and Charles H. Davis and James E. Rush, *Guide to Information Science* (Westport, Conn.: Greenwood Press, 1979), pp. 12–13.
9. Ibid., pp. 61–64.
10. See, for example, Nicholas Georgescu-Roegen, *The Entropy Law and the Economic Process* (Cambridge, Mass.: Harvard University Press, 1971); Arlen J. Hansen, "Entropy and Transformation: Two Types of American Humor," *American Scholar* 43 (1974): 405–21; and Michael F. Lynch, "Variety Generation—A Reinterpretation of Shannon's Mathematical Theory of Communication, and Its Implications for Information Science," *Journal of the American Society for Information Science* 28 (1977): 19–25.
11. Linda C. Smith, "Artificial Intelligence Applications in Information Systems," *Annual Review of Information Science and Technology* 15 (1980): 67–105.
12. Norbert Wiener, *Cybernetics* (New York: Wiley, 1948), pp. 79, 184–85.
13. Tefko Saracevic, "Relevance: A Review of and a Framework for the Thinking on the Notion in Information Science," *Journal of the American Society for Information Science* 26 (1975): 321–43.
14. Douglas R. Hofstadter, *Gödel, Escher, Bach: An Eternal Golden Braid* (New York: Basic Books, 1979), p. 619.
15. James L. Carmon, *Model the User Interface for a Multidisciplinary Bibliographic Information Network*, PB 242 964 (Springfield, Va.: National Technical Information Service, 1975).
16. James A. Cogswell, "On-Line Search Services: Implications for Libraries and Library Users," *College and Research Libraries* 39 (1978): 275–80, 276.

Research on Bibliographic Control

Joe A. Hewitt

BIBLIOGRAPHIC CONTROL is a term that some of use constantly in our work, and it denotes something that librarians in technical services presumably know something about. At least that was my own assumption when I rather offhandedly accepted this assignment to talk about research on bibliographic control in the last ten years. After all, I have been involved in work related to bibliographic control during all of that time, and I felt reasonably well informed about what is going on in this aspect of our profession. But on looking into library literature, I found that my own area of expertise represents a rather narrow band of the spectrum encompassed by the term *bibliographic control.* Further, I learned that the term is used rather loosely and often ambiguously, which led me to a diverting fascination with the term itself and the way it is used in the literature. For that reason it might be useful to begin this presentation with a brief discussion of the definition and scope of the term *bibliographic control.*

As an example of the lack of precision in the use of the term, I could cite a number of articles in which that term, and associated terms such as *bibliographic access* and *bibliographic organization*, are used in ambiguous and I suspect inaccurate ways. In the same article one can see *bibliographic control* and *bibliographic access* used interchangeably, as if they were synonymous, and also used in more specific and precise ways as if they were different. To make matters worse, the combination of the two terms, *bibliographic control and access*, has become very popular. Most of the time when this phrase is used, the author's intent is unclear. There are always at least four possibilities: the author is listing two distinct concepts; the author is denoting a combined concept that is different

from and greater than either of the separate concepts; the author actually means *bibliographic access* but is adding *control* to show that he understands that bibliographic access implies bibliographic control; or the author actually means *bibliographic control* but has simply elaborated the phrase to give his style more resonance.

I was also surprised to learn that neither bibliographic control nor bibliographic access is listed in a number of standard glossaries and professional reference books. They are not in the *ALA Glossary*, in the *Librarians Glossary*, or in the *Encyclopedia of Library and Information Science*, which has already gone to twenty-nine volumes through the letter *s*, nor are they listed in the *ALA World Encyclopedia of Library and Information Science* or in several other such sources that I consulted. At first it was surprising to me that a term that we technical services librarians use so pretentiously every day does not appear to be officially recognized, and it occurred to me with some alarm that a possible reason that bibliographic control is not treated by these sources is that editors cannot find contributors to take on such a broad, unwieldy, and elusive topic.

I would guess that the Library of Congress must use the term *bibliographic control* in its publications and internal documents hundreds, if not thousands, of times each year. Yet the ninth edition of the *Library of Congress Subject Headings* does not list Bibliographic Control as a valid heading. Instead, we are referred to the heading Bibliography—Theory, methods, etc. One source that officially recognizes bibliographic control is *Library Literature*, which does indeed use it as an index term. However, I found the *Library Literature* citations under Bibliographic Control to be more than a little confusing, consisting mainly of items in which the term is used in the title, regardless of its intended meaning, and a haphazard and very sketchy listing of items also indexed under more specific headings such as Cataloging, Bibliographic Networks, or Authority Control. In recent years a large number of the citations under Bibliographic Control have had to do with the National Periodicals Center, which has never been associated very closely in my own mind with bibliographic control.

It then occured to me that if bibliographic control is not suitable for definition in glossaries and encyclopedias, I should look for a definition in a longer treatise. Donald Davinson's *Bibliographic Control* discusses the problem of definition. He quotes the following from a UNESCO document, which also sums up my own feelings with respect to the definition

of bibliographic control: "Bibliographic control is a term variously defined but conveying the idea of a goal which has proved to be tantalizingly elusive."[1] Davinson goes on to say how depressing it is to begin a book on a subject that may in fact be an illusion, and I can certainly sympathize with that sentiment.

Davinson's discussion does not in fact result in an adequate definition of bibliographic control, but he does try, as he puts it, "to help the idea to achieve a somewhat firmer form." In that same spirit I will quote the following definitions.

> Bibliographic control is the development and maintenance of a system of adequate recording of all forms of material published and unpublished, printed, audio-visual or otherwise, which add to the sum of human knowledge and information.[2]

> Bibliographic control is defined to mean the mastery over written and published records which is provided by and for the purposes of bibliography. Bibliographical control is synonymous with effective access through bibliographies. Thus a reference to the bibliographical control of medicine means effective access through bibliographies to sources of medical information.[3]

> Bibliographic control [refers to] the functions necessary to generate and organize records of library materials for effective retrieval.[4]

These definitions serve to illustrate the two major aspects of bibliographic control. The first relates to documenting and recording the existence of published and unpublished materials through national and subject bibliography. In actual usage, I believe the term is also sometimes used with respect to the production of indexes, abstracts, and other tools for access and retrieval of citations. This is apparently the more traditional sense of the term, and it is from this aspect of bibliographic control that we have one of the most commanding phrases in all of librarianship: *universal bibliographic control.* Needless to say, in the past ten years there has been a great deal of research in this aspect of bibliographic control. There have been the usual status surveys of national bibliographies throughout the world, studies of the adequacy of bibliographic control mechanisms, and studies of coverage and adequacy in various subject fields. One could not begin in such a brief paper to report and summarize this research.

The second major aspect of bibliographic control, which is illustrated by the third definition above, ties bibliographic control to library collections and has to do with the creation of bibliographic records to make library collections accessible. I expect that most of us, at least those of us in technical services, are thinking of bibliographic control in that sense when we use the term. We are thinking in large part of the processes that ten or fifteen years ago might simply have been called cataloging, and I suppose that it could appear that we are trying to dignify our activities with a bit of pompous terminology. There are, however, sound reasons for this shift in terminology. As Jim Haas pointed out in his talk to the UNC Librarians Association in March 1981, the bibliographically independent library is a thing of the past. Through networks, the efforts of libraries to establish bibliographic control over their own collections are nourished by, and in turn contribute to, the mechanisms of national and international bibliographic control. These two levels of the term, once rather distinct and separate, are now being blended to refer to a single process. For that reason the distinction I have made between bibliographic control of published literature in general and of library collections in particular, is not useful for my purpose here—I had hoped to use that distinction to delimit my topic into something more manageable.

Research on bibliographic control, then, as we commonly use the term, potentially includes research in all of the following areas. Cataloging, for example, includes research in the development and implementation of codes and standards. Thus the AACR–II research with which we have been flooded would have to be covered, as well as catalog planning and management studies, and research on classification and subject analysis. Such a survey would have to include studies of bibliographical coverage for geographic areas, subject fields, type of literature, and format. There are numerous reports in the literature related to bibliographic control of specific formats such as microforms, government documents, early printed books, music, maps, and so on. A survey would also include the massive literature on networks—OCLC, RLIN, WLN, SOLINET, and the others. As we know, the literature on networking is voluminous and more than most of us could keep up with, even if that were a worthwhile goal. Such a review should include literature related to bibliographic formats such as MARC, and research on bibliographic data bases and retrieval systems. It would also have to include literature related to cataloging projects such as CONSER and NPAC.

One might also make the case for including catalog-use studies and

other attempts to study the interaction of users with bibliographic apparatus. An equally strong case might be made for including research on how new systems for generating and transmitting bibliographic data affect library operations. And, if we can believe *Library Literature*, it would include the literature on the National Periodicals Center.

In short, the literature falling within the general framework of bibliographic control is so prolific and so diverse that I cannot begin to provide a coherent formal review of it today. I do not want to imply that any great part of that literature is research, but the sifting necessary to identify the legitimate research from that broad field would be a major effort in itself, and I sincerely hope that someone else will take on the job.

What I intend to do instead is to make a few observations about what seems to be wrong with some of the research being conducted in the field of bibliographic control today. These observations are not made on the basis of a systematic survey of the literature but are derived from reading the research studies that come to my attention in the course of my work as the director of technical services in a research library. These studies include a good deal of the research funded by organizations such as King Research and Battelle; research related to the Council on Library Resources' Bibliographic Services Development Program; research studies sponsored by the Association of Research Libraries and other organizations; research conducted by and about OCLC and the other networks; research emanating from the Library of Congress; and occasional studies by unfunded, independent researchers that are published in the literature. The comments apply most directly, however, to funded research sponsored or conducted by major organizations active in the field of bibliographic control.

To illustrate these points I am going to comment in detail on a single study conducted by Battelle Laboratories of Columbus, Ohio, entitled *Linking the Bibliographic Utilities: Benefits and Costs*.[5] I do not want to give the impression that I have singled out Battelle to pick on, but for various reasons the Battelle study is perfect for purposes of illustration. First, it was chosen because it is a recent study that will no doubt be widely discussed and debated over the next year or so. OCLC has already put out a statement that it disagrees with the findings of the study and plans to conduct its own research on linking the networks. Second, it was chosen because linking bibliographic utilities is a very important topic at the moment in network development and bibliographic control. Third, I believe that this is an excellent study to critique because many librarians

tend to read uncritically the research put out by professional research organizations under distinguished sponsorship. And finally, the study was chosen because it does, unfortunately, illustrate many of the flaws in research design and methodology that are typical of a great deal of research of this type on bibliographic control.

There is another reason that I would ask you not to take this critique of the Battelle study as intentionally harsh or unfair. Many research questions in the field of librarianship in general, and in bibliographic control in particular, present extremely difficult problems of research design and methodology. These problems are often underestimated by researchers new to the field. Library research problems may appear simple on the surface but frequently turn out to involve numerous interrelated and uncontrollable variables, problems with observation technique, and unstable field situations. On several occasions I have sought advice on the design of library research studies from researchers in other fields, usually the social sciences, and they have always been surprised at the complexity of libraries and the difficulty of devising designs for library studies that are both adequate and economical. The effect of underrating the complexity of library research is most profound on contract studies, such as that by Battelle, because after the contract is awarded and the budget and schedule set, it is difficult to renegotiate. By the time the research team begins to appreciate the formerly unrecognized complexities of the study, it is often too late to do anything about them.

I should also add that the sponsors of research related to bibliographic control are sometimes seeking research-based answers to questions that cannot be answered through research. Sponsors also at times tend to create a sense of urgency about a project, which does not promote a good research atmosphere. Thus I do recognize that there are extenuating circumstances that cause poor research and that it is not always the fault of those who carry out the project. I make this point in all honesty because I am convinced that poor research results as much from the standards, expectations, and attitudes of the profession at large as from the competence of those who conduct it.

The first problem I would like to illustrate by referring to the Battelle study is what I call the empty box syndrome, a fault found in a number of decision-oriented studies related to bibliographic control. This flaw results from emphasizing elaborate analytical and modeling techniques while paying little attention to the validity of the raw data collected for the study. The researchers develop a complex analytical superstructure by

which they analyze data that even they admit are inaccurate. Results of such studies are empty boxes—that is, analytical models or computer programs with no reliable data to feed into these tools. Users of the research are of course invited to collect their own data, but this is rarely done, because users of the research do not have the resources to carry out the complex data-collection projects required by the intricate designs of the models. The King Research study for ARL on the impact of AACR–II on research library catalogs is an example of the empty box syndrome. In automotive engineering terms, this type of study is analogous to putting a Pinto engine and drive train into a Mercedes body.

Analytical models and computer programs for analyzing data are of course very useful. These products are fine if the only purpose of the research is to develop them as tools. But too often they are the only products of research commissioned for the purpose of gathering and analyzing actual data to help understand some facet of bibliographic control.

Let me give you a little background on the Battelle study to show how well the study illustrates the empty box syndrome. One of the purposes of the Battelle study was to determine the cost benefits to libraries of linking OCLC, RLIN, and WLN, so that users of one utility could follow up unsuccessful searches in the host data base with searches in the data bases of the other utilities. A key element in determining this cost benefit is the *incremental hit rate*, or how much more cataloging copy could be found if users had access to all three data bases.

To find these incremental hit rates Battelle used a sample of 849 titles.[6] The sample was gathered by asking twenty libraries of OCLC, RLIN, and WLN to contribute a list of fifty titles that they had recently ordered or acquired. The list was to include current monographs only. This sample was supplemented by a sample of 250 titles selected at random from a single current issue of the *Weekly Record*. This total original sample of 1,250 titles was reduced to its eventual size by eliminating "errors," which were not defined, and duplicates, and by "balancing" the number of titles in the categories of fiction, humanities, social science, science and technology, and non-English. The rationale for this "balancing," rather than allowing the sample to remain in its original proportions for each category, is not explained, but I certainly hope that it was not because the researchers thought that library collections are built in this way. In any case, the number of titles in the humanities, social sciences, and science and technology categories were balanced out to constitute three equal

proportions of 26 percent of the sample. Fiction and non-English items were balanced to create nearly equal proportions of 10 percent and 12 percent respectively.

There are many logical and technical flaws in this sample, which I do not have time to explain here in great detail. However, I will mention the major ones briefly. First, there is the elementary procedural flaw of nonrandomization, which I will ignore since I am not always orthodox on that score myself. Second is the logical flaw of including the *Weekly Record* sample, apparently on the assumption that libraries choose titles for their collections at random from the published literature. This in effect represents a failure to define the appropriate target population for the study, which can be nothing other than all titles actually on order or recently acquired by the libraries that are members of the networks. Third is the unexplained and highly suspect procedure for balancing the sample rather than leaving it in its original proportions. Fourth is the explicit exclusion of noncurrent titles. This was done apparently on the assumption that all use of noncurrent records in utility data bases is for retrospective conversion rather than for cataloging titles new to library collections. Interestingly, later in the study the researchers made an adjustment for the lack of this data, based on pure guesswork. Fifth, and this is the truly fatal flaw, is the inappropriate pooling into a single sample of what should have been three independent samples. Three separate samples of 849 titles from the member libraries of each of the utilities would have given a very respectable level of statistical validity. But in the Battelle study, all of the titles on order or recently acquired by the libraries in RLIN, for example, are represented by a sample of only 176 titles.

The net effect of these flaws is that the raw data in the Battelle study are uninterpretable. I mean uninterpretable here in the formal statistical sense that there is no way of knowing how valid the data are for the purposes of inferential statistics, which is simply a polite way of saying that the data are worthless. The Battelle research team, of course, realized these limitations themselves, and made the following disclaimer:

> The limitations of this test search must be recognized. The sample of titles was not intended to be representative of all current title cataloging for the period. For this reason, the categories did not contain a representative distribution of titles. For example, the 258 titles contributed to OCLC members do not

> constitute a proportion of all OCLC titles that is large enough to support statistically valid inferences about the hit rate experienced by OCLC libraries in general. Similarly, the 212 titles contributed by research libraries are not a representative sample of all current titles for all research libraries using a utility.[7]

In spite of this acknowledgment of the limitations of the data, the report goes on in page after page of tables and graphs to analyze these data, and the analysis culminates in a table showing that OCLC libraries would benefit from an aggregate cost avoidance of $2,362,500 per year if the networks were linked. Obviously, the disclaimer was made on the belief that librarians would not read the fine print of the report and was offered in the same spirit as a back-page retraction by the *National Inquirer* of an article appearing in headlines on page one. In fact *Library Journal* and *American Libraries* have already come out with news items reporting the publication of this report which say that it demonstrates substantial cost benefits from linking the networks. This tendency to disown one's data, yet analyze and draw far-reaching conclusions from them anyway, can be demonstrated by numerous studies related to bibliographic control.

This is not to say that the Battelle study is totally useless. In fact, the analytical models and its description of technical options for linking the networks appear quite sound. The problem is that the study is not what it purports to be; it is essentially an empty box study illustrating a research strategy with made-up data and has demonstrated nothing at all about the cost benefits of linking the networks.

I have not yet come up with a catchy phrase to describe the second problem illustrated by the Battelle study, but it can be visualized in terms of trying to put the top on a pyramid before the foundation is in place. There are some questions in librarianship that cannot be properly addressed by research because the building blocks of previous research do not exist. One such question in the Battelle study was to determine how many reference questions would be referred between the utilities. That is, if a user's search of a local catalog does not come up with a useful citation, how often would the user go to the data base of the host utility, and if that search also failed, how often would the user want to continue the search in a linked utility?

To answer such a question would require data on the number of searches in the catalogs of the member libraries of the networks, the

failure rates of these searches, the percentage of failed searches that would be taken by the user to the data base of the host utility, the failure rate of such searches in the host utility's data base, and the percentage of failed searches in the host utility that would be referred to the data base of a linked utility. To gather reliable data on this scale was clearly beyond the resources of the project. In order to come up with these projections, the researchers proceeded to make a series of assumptions, some based on the evidence of previous research and some pulled from thin air.

Let me take, for example, the series of assumptions on which the estimates of catalog use are based. The report cites two studies that show that the ratio of the number of people who use the catalog and the number of items circulated in academic libraries is one to one.[8] So, for the linking study, it was assumed that the annual circulation statistics of the member libraries could also represent the number of users consulting the catalog during the year. Different studies were cited to add a factor on the number of searches per visit of a user to the catalog. Still other studies were cited for the ratio of known-item to subject searches and the failure rates of each type of search. Through this method of inferring from the findings of a series of unrelated and noncomparable studies, Battelle came up with an estimate of the number of searches that would be candidates for referral from local catalogs to the utility data bases.

This approach, quite frankly, was all Battelle could manage under the circumstances, but it was wholly inadequate for the conclusions reached in later sections of the study. Even this limited approach might have been carried through more carefully. In following up some citations I found at least one serious case of misattribution. F. W. Lancaster is cited as having reported data on failure rates of academic and public library catalogs in chapter 2 of his book *The Measurement and Evaluation of Library Services*.[9] This chapter is actually a review of catalog-use studies and does not report research conducted by Lancaster himself. In fact it was impossible to tell precisely which of the many studies surveyed by Lancaster were being cited for the 40 percent failure rate in public libraries and the 30 percent rate in academic libraries. As far as I can tell, the figure for public libraries is actually from the 1958 ALA study of catalog use.

In spite of the limitations of this approach for estimating the number of failed searches in the catalogs of member libraries, it is a sound approach in comparison to the manner of estimating the proportion of searches that would be referred to the utility data bases. These estimates were

based on no evidence at all. I quote, in its entirety, Battelle's explanation of how they came up with these figures:

> The assumption was made that public library catalog users would pursue the search further only one time in ten. The "perseverance rate" will probably be higher at academic libraries than at public libraries because of the importance some faculty and students place on obtaining at least a citation for a book on a subject they are researching. Others will simply insist on the most complete search possible. It was assumed that the patrons and staff of most academic libraries will conduct online searches for half of the searches that fail at the local catalog. At research libraries, the percentage is likely to be even higher, and 70 percent was used here. It must be emphasized that these are estimates only and the actual percentages will vary considerably from one institution to another.[10]

These fantasies provide Battelle's data on searches referred from local catalogs to the utility data bases. By various manipulations of the numbers derived from these assumptions, the report comes up with the precise estimate that 33,651 reference searches per day would be referred from OCLC to the other networks. Obviously any manipulation of such data is an empty exercise, and the Battelle report does indeed caution the reader concerning the validity of the data: "Because of this difficulty in estimating the potential level of online reference searching, it was not possible to estimate the total benefit from linked reference searching."[11] But this caveat does not prevent the authors from stating the following conclusion in their summary: "The projections developed here indicate that the aid to reference searching alone may be enough to justify linking."[12] Misuse of data on this scale raises issues that go beyond questions of research competence.

The fundamental problem here, of course, is that we know almost nothing about the inclinations of users to continue unsuccessful searches in local catalogs in network data bases. Previous research has not developed the evidence necessary to make any assumptions at all on this point. The question as posed for the Battelle study is simply not appropriate for research at the moment, because there are so few field situations in which users have totally free access to the utility data bases to follow up unsuccessful catalog searches and because accurate observations of user

behavior in this situation have not been made. Perhaps the Battelle study could have dealt with these questions if the budget had been increased fourfold and the time extended by several years. Instead we have an elaborate analysis and far-reaching projections that are based on no foundation at all.

The third problem with the Battelle study is a contributing cause of the tendency to take on research questions without the proper background work. This study is a hybrid, partially a research study and partially a consulting report. This same identity crisis plagues much of the decision-oriented research on bibliographic control because of the way such projects are defined by commissioning agencies. These agencies frequently require, as the product of a single project, a research-based answer to questions of what to do and a consulting report on how to do it. The result of such a charge to a project is often poor performance on both scores. The Battelle study, for example, although unquestionably representing poor research on the cost and service benefits of linking, is in fact a fairly sound consulting report on the technical options for linking networks. This is an especially unfortunate situation because the poor quality of one aspect of the study could threaten the credibility of the part of the study that is sound.

The solution to this problem lies with the organizations that sponsor research on bibliographic control rather than with those conducting the research. The linking study, for example, could have been much more successful if its sponsoring agency had acknowledged that projecting the benefits of linking the networks was not a researchable question under the budgetary and time constraints of the project. Or instead, the value judgment might have been made at the outset that linking the networks is an inherently worthwhile goal, and Battelle could have been commissioned to produce a consulting report on how to proceed.

This tendency to take on unresearchable questions appears to be related to a fear in the profession of proceeding with a course of action that has not been proven to be desirable by some kind of research or by some kind of study masquerading in the guise of research. This is not a healthy situation for producing sound theoretical research unrelated to action-oriented issues or for developing systems of bibliographic control, which will always involve some degree of uncertainty and risk.

Perhaps an even greater danger of the tendency to couple research and consulting is that the methods and standards of consulting have tended to invade research. The methods of research should be much more rigorous

than those of consulting, and the standards much higher. In consulting studies someone with the appropriate expertise is commissioned to gather information relevant to a specific problem and to present an expert opinion on the solution to that problem based on the consultant's general knowledge and the specific information gathered for the study. Consulting is the very useful process of applying independent judgment to a problem, but it is not research, which applies rigorous methods of observation and analysis in a manner that allows the data to speak for itself.

A research approach to a problem takes a great deal more time than a consulting approach. Much longer segments of time must be dedicated to the design phases and to gathering data. The researcher must have greater latitude than the consultant in defining relevant factors. In large-scale studies the research problem itself may dictate a sequence and a pace that draws out the study over an extended period of time, and research is rarely a useful approach to problems perceived to be urgent. Tight scheduling and pressure by the funding agency do not create an atmosphere that is conducive to sound research, although all of these conditions may well be appropriate to consulting studies. By applying these expectations to research projects, sponsoring organizations can preordain poor results. In order to prevent the kind of "identity crisis" illustrated by the Battelle linking study, it will be necessary for funding agencies to be more explicit about the type of study they expect and to provide the conditions necessary to conduct the study in an appropriate manner.

Let me summarize these three general problems with respect to research on bibliographic control, as illustrated by the Battelle study on linking the bibliographic networks. They are (1) the tendency to emphasize analysis and modeling at the expense of thorough and accurate data gathering; (2) the tendency to attack general problems before the building blocks of previous research are in place; and (3) the mingling of consulting and research in a way that tends to lower the standards of research. These are underlying conditions that lead to other problems that I cannot go into today. Among these more specific problems is the preference for survey research or the dependence on questionnaires and interviews, rather than on direct observation of the phenomenon in a suitable setting. This seems to be a particular characteristic of network planning studies. To deal with these more technical issues of research is beyond the scope of this paper, but I do think that many technical problems are reflections of the broader issues I have discussed.

By focusing on problems of research on bibliographic control, I may have made the situation seem bleaker than it really is. So, before closing, I would like to call attention to some hopeful signs. First, there is some sound research related to bibliographic control being conducted today. As I mentioned earlier, these comments apply most directly to large-scale contract research. There have been smaller, more focused studies on bibliographic control conducted as dissertation research, conducted by independent professionals in the field, and even conducted by networks and other organizations when dealing with specific, manageable issues. It was interesting to note that it was just this kind of research that the Battelle study cited in attempting to project reference uses of on-line data bases. An example is Ben-Ami Lipetz's study of catalog use at Yale, which has for the moment set the standard for research design and methodology in that area.[13] Another example I might add is Arlene Dowell's dissertation work, which was done here at Carolina and is by far the most thorough and controlled investigation to date on the impact of AACR–II, even though contract studies have been made on this same issue.[14] It appears that the talent and energy to design and conduct reliable research on bibliographic control does exist, although it should be better organized and supported.

Second, some past problems in gathering accurate data are being overcome by the existence of machine-readable bibliographic files. Through computer analysis of the MARC files, for example, we now know more about the characteristics of bibliographic records than we have ever known. Features such as the incidence of certain types of headings and use of subject headings and classification can now be analyzed with great reliability. The Library of Congress and others have conducted some excellent studies of this type, but this vast store of bibliographic information is just beginning to be mined for research purposes. Machine-readable bibliographic files can be used not only to study the internal features of bibliographic records and the characteristics of bibliographic data bases but also to analyze library collections, trends in publishing, and even trends in the literature of subject disciplines.

Third, perhaps the most exciting possibility in bibliographic control research is based on the ability of the computer to monitor, record, and analyze on-line transactions. Systems can be developed for monitoring a user's interaction with an on-line catalog so that search strategies can be observed and the performance of the system with respect to specific user needs can be measured and evaluated. Such research will provide a basis

for refining the tools of bibliographic control in a way that has never been possible with the card and printed catalogs.

Fourth, I would like to add that there is growing concern about the status of research in librarianship on the part of funding agencies and in the profession at large. The Council on Library Resources' Bibliographic Services Development Program, despite its association with the ill-fated Battelle study, has recently funded some highly significant studies and seems prepared to fund other research of high quality on bibliographic control. The Department of Education has awarded a large contract to develop an agenda for research in librarianship in the 1980s, and it is hoped that that report will address concerns about the quality of research as well as outline the problems that need to be addressed by research.

Finally, there are other hopeful signs, which include the success of Melvin Voight's excellent journal, *Library Research*, and the addition of columnist Herbert White to the *American Libraries* staff in order to provide ongoing critical commentary on research in librarianship.

It is in that same role that we as professionals working in the field of bibliographic control can make our best contribution to research. We should be a demanding and critical audience for research; we should read the fine print of research reports; we should insist on scrupulous adherence to standards. Public critiques of research methodology, such as the present exercise on the Battelle study, should be a common and accepted part of the research process. Producers of research will not feel compelled to meet high standards until consumers demand it, and it is only by becoming a demanding critical and vocal audience for research that we can assure that the limited funds available for research in librarianship are used to their best effect.

Notes

1. Donald Davinson, *Bibliographic Control* (London: Clive Bingley, 1975), p. 7.
2. Ibid.
3. Ibid.
4. Dataflow Systems, *A Glossary for Library Networking*, Network Planning Paper no. 2 (Washington, D.C.: Library of Congress, 1978), p. 5.
5. Donald A. Smalley et al., *Linking the Bibliographic Utilities: Benefits and Costs* (Columbus, Ohio: Battelle, Columbus Laboratories, 1980).

6. Ibid., p. 17.
7. Ibid., p. 18.
8. Ibid., p. 84.
9. F. Wilfrid Lancaster, *The Measurement and Evaluation of Library Services* (Washington, D.C.: Information Resources Press, 1977), pp. 19–68.
10. Smalley et al., *Linking the Bibliographic Utilities*, pp. 87–88.
11. Ibid., p. 80.
12. Ibid., p. 93.
13. Ben-Ami Lipetz, "Catalog Use in a Large Research Library," *Library Quarterly* 42 (1972): 129–39.
14. Arlene T. Dowell, "A Five-Year Projection of the Impact of the Rules for Form of Heading in the Anglo-American Cataloging Rules, Second Edition, upon Selected Academic Library Catalogs" (M.L.S. thesis, University of North Carolina at Chapel Hill, 1981).

Selected Books on Library History in the 1970s

Budd L. Gambee
with Carolyn Mathes

I WAS VERY PLEASED to be invited to give a talk on the general subject of research in library history as a contribution to the Fiftieth Anniversary Celebration of the School of Library Science, with which I have been associated for many years. I am much interested in library history and have taught and done some writing in the field, though I should say at the outset that I have not taught the subject in some years, and therefore have been renewing an old acquaintance in this project. Dr. McMullen, who is much more immediately involved with the topic than I, was unavailable for this task as he was already assigned heavy responsibilities in planning the Celebration. Dean Holley, another library historian, was on leave for the semester for research in other areas. And so it was left for me to represent the School on this topic. I am also grateful to the School for providing me with the assistance of Carolyn Mathes, one of our doctoral candidates. Despite the often tedious nature of bibliographic searching, she has never complained and indeed entered into our joint task with enthusiasm.

As the general theme of our seminars is research in librarianship during the past decade, this presentation has as its focus a survey of research in library history during the 1970s. Though library history is a very small specialization even within the rather limited field of library science, nevertheless during the course of a decade a good deal of writing in library history is published in one form or another.

Methodology

Three major formats in which library history research appears are theses, journal articles, and books. Doctoral theses, available through the *Dissertation Abstracts* of University Microfilms, and other educational research, including masters' papers, available via the Educational Research Information Center (ERIC), both include research in library history. However, the assumption has been made that the most significant of this material is ultimately published in periodicals and books. Scholarly journals, both in library science and in history, contain many articles on library history; indeed the number published over a ten-year period would probably be too great to be summarized in a presentation of this type. The amount of library history that achieves the status of publication in book or monographic form is presumably far less. Thus it seemed that if some sort of selection standards could be devised, a manageable bibliography of book-length works could be compiled that would give a valid impression of a decade of library history. The result was the list "Books on Library History in the 1970s," the first edition of which was distributed at the oral presentation of this paper at the Celebration.

Finding books on the history of a given subject is often difficult because "history" is generally used as a form subdivision in most subject heading listings. Searching for materials on the history of libraries in large, general printed bibliographies, such as the Library of Congress subject catalogs, was not feasible for this project because the items would be scattered alphabetically throughout the catalog under such headings as Cataloging—history, Public libraries—history, and so on. Hence to search for books on library history it was necessary to use specialized subject bibliographies already narrowed down to the history of libraries. Six such sources were accordingly selected and examined. More might have been used, but probably with diminishing returns that would not justify the search time involved. Computerized searching, at its present state of development, did not appear to offer a satisfactory alternative.

(1) The obvious first choice seemed to be the quarterly *Journal of Library History*, which was begun largely at the instigation of the late Louis Shores and published by the School of Library Science of Florida State University at Tallahassee from 1966 through 1976 in eleven volumes. This periodical has been invaluable in encouraging research in

library history by providing a dignified and generous outlet for such writings. In 1977 the *Journal* was taken over by the School of Library and Information Science at the University of Texas at Austin, which published an index to the first eleven volumes and has continued the *Journal* with very high standards.

From its beginning the *Journal* has published detailed summaries of publications in American library history; the first, by Michael Harris in the second volume (1967) covered writings on American library history for the year 1966. These have continued ever since, annually at first and later at two- or three-year intervals, with Donald Davis and Wayne Wiegand added to the list of compilers. Of the eight summaries that had appeared by 1980, Ms. Mathes carefully searched the last five, which covered the years 1970 through 1978, making slips for all nonperiodical entries. This was not an easy task, as each summary is a bibliographical essay; the articles and books reviewed are described bibliographically only as footnotes at the end. Two other drawbacks were that the summaries are limited to American library history and are complete only through 1978. (The latter problem was characteristic of all the lists checked. Our survey of books on library history for the 1970s is probably missing some of the more recent titles.)

As the *Journal of Library History* also makes a specialty of seeking out and reviewing books in library history, its book reviews were checked as well and slips made for books in English on library history. The combination of these two sources in the *Journal* identified about 175 nonperiodical items, mostly but not entirely on American library history. As slips accumulated they were searched at the university library, and a steady supply of books soon crossed my desk for examination and annotation with a view to ultimate selection. Thanks to the School's long-time emphasis on the subject and Dr. McMullen's constant search for library history materials, a very high percentage of the titles compiled, not only from this source but throughout the project, were available, usually in the Library Science Library.

(2) The second source checked by Ms. Mathes was an outgrowth of the first. In 1976, profiting from their experience in compiling the lists in the *Journal of Library History*, Michael Harris and Donald Davis published *American Library History, A Bibliography*, listing some three thousand items. Of course there was the expected high degree of duplication, but enough new titles were found to bring our total to a little over two

hundred items. Obviously the drawback of this bibliography for the purposes of a survey of historical research in the 1970s was that it covered only the first half of the decade.

(3) Upon occasion in the past, British libraries have been known to pay us the compliment of imitation. Perhaps they had this in mind when in 1967—one year after the beginning of the *Journal of Library History* in 1966—the Library History Group of their Library Association started publishing the biannual journal *Library History*. Each issue contains from one to three articles, several book reviews, and a column of notes on recent publications. The book reviews in the issues from 1970 through 1978 were checked for relevant titles, and yielded about a score.

(4) A second publication of the Library History Group of the Library Association provided a fourth bibliographic source. Since its founding in 1962 this organization has gathered citations of historical research on libraries and related topics. These have been compiled on three occasions as classified, annotated bibliographies under the title *British Library History*. The last two of these volumes, covering the years 1969–72 and 1973–76, yielded about sixty welcome additions to the accumulating titles. An unfortunate shortcoming of this list is its delay in publication. The last edition, covering material to 1976, did not appear until 1979, so once again our compilation suffered in the later years of the 1970s.

(5) The last major source checked was the *Annual Bibliography of the History of the Printed Book and Libraries*, a massive compilation sponsored by the International Federation of Library Associations through its Committee on Rare and Precious Books and Documents and published by Nijhoff in the Hague. These beautifully printed and elaborately classified volumes are of course mostly concerned with the history of the book, but section J of the classification is devoted to institutions, libraries, librarianship, and scholarship. In a typical recent volume this section occupied thirty-seven pages and listed over five hundred items, arranged by country and by historic periods. These volumes were checked from volume 1 (1970) through volume 7 (1976) but very selectively, including the entries only from the United States, Great Britain, and possibly some of the British Commonwealth countries. Even so, about forty new titles were identified. Here again the usual situation of delay in publication made it impossible to check for the latter part of the 1970s.

(6) Our final source, a list compiled by Haynes McMullen for a meeting of the American Library History Round Table of the American Library Association in 1978, contributed still a few more titles.

At this point we stopped, fully realizing that the work was far from complete, particularly for the last years of the decade. We were aware that though the most obvious sources had been searched, further work in such areas as indexes in general history and certain foreign bibliographies might add more titles, but there were certain practical limits to our industry, especially the matter of time. The search for titles, locating the books, examining and annotating them, and at the same time pursuing our regular studies and teaching, had taken us all fall and into the spring. It was March 1981, and the report was due in April. Three hundred thirty-one citations that could be classified, sometimes rather loosely, as books on library history and that dated from 1970 through 1979 had been recorded, and with this we had to be content.

Selection

Obviously this grand total, the number of books on library history produced in a decade, gives an indication of the amount of interest in library history in the 1970s. But that many titles are unmanageable for a bibliography of research in library history to be distributed as part of an oral presentation. So from the very first I had intended to limit the final selection to items fitting the following criteria: substantial, book-length research by one author, or closely collaborative joint authors, in library history or biography, published from 1970 through 1979 in printed, hardback format in the English language by a well-known, established publisher. This seemed a noble policy that covered all contingencies. It evoked a platonic ideal of a sleek, beautifully bound and illustrated volume, published by a renowned university press, and written by an author who was an impeccable scholar, a brilliant stylist, and a practicing librarian. Miraculously there were a few books that fitted this description.

Over the weeks, as the books were examined and their attendant slips were annotated, an attempt was made to write at the top of each slip either "accepted" or "rejected," on the basis of the selection policy. But it soon became obvious that a middle ground represented by a question mark was needed, and these slips soon outnumbered the other two. Books, like people, resist classification, and it soon appeared that my

sonorous selection policy was more nearly a heap of sand on which to build my house.

Examining the criteria in this selection policy may explain some of the difficulties in selection and also give some idea of the publications involved, without discussing individual examples. As far as possible the criteria for selection are based on format rather than on such subjective matters as the quality, merit, or value of the research.

Substantial, book-length research by one author. Often what one person considers research, another characterizes as busywork. Presumably in the case of history, *research* implies a reconstruction of the past based on meticulous documentation largely from primary sources. *Substantial* implies an extensive scholarly paraphernalia. And yet it is surprising how much book-length writing in library history has few if any notes or bibliography. This standard did, however, remove some purely anecdotal, undocumented history and biography, but not totally without misgivings on our part. *Book-length* was intended to imply that substantial research should require more than the minimal fifty pages in hardcovers, but perhaps it merely betrays a predisposition for the long-winded. Often the actual text of books in library history proves surprisingly brief, whereas library historians seem singularly devoted to lengthy appendices. A mass removal of appendices would considerably reduce the bulk of library history. Nevertheless, this standard, along with that requiring *one author* (or a close collaboration), served to eliminate anthologies, conference proceedings, festschriften, books whose historical component was in a few introductory chapters, and reference books in encyclopedic or dictionary arrangement. This is not to say that such material may not include valuable contributions to library history.

Library history or biography. As the sources consulted mostly claimed to have narrowed their lists to library history or biography, selection on that basis was largely already accomplished. However, the question sometimes arose as to what could be defined as a library. For example, should one include private collections and archives or, in more recent history, media and information centers or data bases? Fortunately in the past the term was more consistently used, and this was a historical list. Conversely library biography—which presupposes a librarian—becomes harder to define the farther back one goes. What should be done with the biographies of persons whose role as librarian was marginal to careers spent in

other fields, or whose library position was bestowed as a largely honorary sinecure? To book collectors, dealers, donors, and bibliographers? To information scientists, and so on? The decisions were in a few cases difficult and highly personal.

Published from 1970 through 1979. The limitation by dates was one of the easiest standards to observe. However, because the road from research to publication is a long one, inevitably some research published in the 1970s represents investigations made in the 1960s. Possibly one or two books were rejected because the gap between the two dates was exceptionally long. And as mentioned above, our sources may have overlooked some important publications of the late 1970s.

Printed, hardback format. There was a time when *print* was a prestige term, and printed publications were easily distinguished from lesser productions in various "near-print" and photocopy processes. This is much less true today. Similarly the term *hardback* probably has elitist overtones. In this country it does imply a certain status or importance, but much fine historical scholarship from foreign universities, for example, is published in paperback. You cannot tell a book by its cover, and there are paperback books on this list. However, I think it safe to say that all the books were printed on offset presses, folded into gatherings, and bound by conventional stitching machinery. Most were cased in boards, a few in paper. It happens that a good many of the rejected publications proved to be photocopied single sheets stapled together.

English language. Used in a descriptive, not literary sense, the English-language criterion posed no problems. Unfortunately, in common with the other criteria, it was purely arbitrary—good scholarship knows no language barriers. But it was also necessary for practical reasons, to limit the size and guarantee the usefulness of the list.

Well-known, established publishers. Our last criterion conjures up visions of learned societies like the American Philosophical Society, great university presses like Harvard's, and some of the more reverend trade publishers like McGraw-Hill—and they all appeared. On the other hand, should books published by a vanity press, a local newspaper, or for that matter a library school, be turned down? With experience came a mellowing of judgment.

The List

Finally there came a time when decisions had to be made. I first chose about 75 books with which I felt comfortable; but it was difficult to omit some items, and the completed list numbered 85. Of the some 330 slips, about 200 were not used after the items had been located and examined, largely because—as the publishers say—they did not "fit the list." There was a remainder of just under 50 publications not located, but a careful examination of the citations for these indicated that most, if not all, would have been unsuitable for the list. Inevitably, we have missed important items, especially in the later years of the period, and for this we apologize. But we hope the result gives a fairly accurate impression of some of the more significant research in library history done in the United States and England during the past decade.

Some casual statistics reflect various aspects of these books. Largely because of the language limitation, the list does not picture research in library history outside of Anglo-American sources. About 70 percent of the research was done in the United States, and a little over 25 percent in Great Britain; about 53 percent discussed American libraries and librarianship, and about 25 percent concerned British libraries and librarianship. A subject index was prepared for the original edition of this list, and it showed that by far the greatest interest was in public libraries (20 items), followed at a considerable distance by general histories of libraries and librarianship (11), college and university libraries (10), and biographies of librarians (10); interest in ancient, medieval, and Renaissance libraries was practically nonexistent (2). As for publishers, a group I classified as "library and bibliographic publishers" understandably led with 26 titles, of which 15 were by Scarecrow Press alone. These totals were followed by library associations (18), libraries and library schools (15), and university presses (10).

The list clearly shows the need for more English-language books on the history of libraries in Europe and other areas of the world outside the Anglo-American sphere, and on periods of history other than the modern. Assuming that such material is being written abroad, we need to have some mechanism by which these materials can be translated for use of our students. The quality of writing in books on library history also needs to be improved. At the moment the pallor of the thesis hangs over too many publications, resulting in dull prose and pedantic format.

Certainly the field of library history has not been mined of all its possibilities, and the future offers ample scope for continued research.

Though some are dismayed at the flood of research—the information explosion—I doubt that we as librarians are as concerned about this growing bibliography of library history. We are a small and zealous group, missionaries, if you will, greatly interested on the one hand in creating libraries and on the other in legitimizing our existence as a profession. That we have a history and that it is being researched and published helps to give us a feeling of greater pride and security. We too have roots.

I would like to conclude with an anecdote. Many years ago on a visit to the campus of large university, I went to the university bookstore and asked to buy a book on library history that I knew they had. The young woman had great difficulty in locating the book in the inner reaches of the store, but finally she brought the book to me with a smile of triumph and said, "I never dreamed there would be a *whole book* on the history of *libraries*!" History repeats itself, and this past fall I again sent a young woman to the stacks to see how many "whole books" could be found on the history of libraries. This time the story was different.

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Research in Medical Librarianship: A Practitioner's View

Mary M. Horres

I am a practitioner in the field of medical librarianship, and it is from that perspective that I will be reviewing with you some of the research efforts in medical libraries over the last ten years, discussing current needs with regard to research in this area of librarianship, and sharing with you my views, and those of some of my colleagues, on contributions that can and should be made to medical library research by library science education. Throughout my remarks I will be using the term *medical* to refer to any of the sciences pertaining to health—pharmacy, nursing, dentistry, public health, and other associated disciplines. The libraries in the medical field include the National Library of Medicine, about 125 academic medical libraries (or those associated with university medical schools), and approximately 3,000 hospital and other community-level libraries. That last figure of 3,000 is a topic of considerable debate in medical librarianship and is itself worthy of a research project, for it concerns the issue of what exactly constitutes a minimal "library."

The decade of the 1970s was a period of considerable growth and change, especially for medical libraries. There were two major developments in medical librarianship during that decade: the establishment of the Regional Medical Library Network and the initiation of on-line bibliographic retrieval services by the National Library of Medicine. The Medical Library Assistance Act, signed into law by President Johnson in 1965, had authorized federal support for a number of programs, including the establishment of regional branches of the National Library of Medicine. The National Library of Medicine decided instead to build on existing resources by funding libraries to serve as Regional Medical Libraries. The first such Regional Medical Library was established at the Countway

Library at Harvard in 1967, and by the beginning of the 1970s the entire Regional Medical Library network had been established nationwide with eleven regional medical libraries providing backup support, direction, and coordination for the other medical libraries within their geographic regions. The impact of the Medical Library Assistance Act is notable not only for the initiation of the Regional Medical Library network but also for the other projects it has supported. By 1970, 25 percent of the papers published in the *Bulletin of the Medical Library Association* reported activities funded by this legislative program.[1]

The second major accomplishment during the 1970s was the initiation of on-line information services, and certainly the National Library of Medicine has been a forerunner in this development. The first step was known among medical librarians as the AIM-TWX experiment in 1970–71. Using teletypewriters (or TWX), which were available in many of the academic medical libraries for interlibrary loan services, these libraries could search on-line references that had been indexed in approximately one hundred clinical medical journals for *Abridged Index Medicus* (*AIM*). By 1972 the AIM-TWX experiment had led to the use of computer terminals, rather than the slower teletypewriters, to search articles indexed for *Index Medicus*, and the MEDLINE search service was born.

The research interests of medical librarians in the past decade can be identified by looking back through the years in the published literature and by reviewing projects funded by the National Library of Medicine during that period. Ching-Chih Chen conducted a systematic study of all articles published in the *Bulletin of the Medical Library Association*, including the citations contained in their bibliographies, from 1966 to 1975, and found that the most frequent subject areas covered by those articles were, first, library functions and services and, second, application of technology in libraries.[2] These were also the principal subject areas of research during the decade. As Paul Janaske noted in a 1975 article on federally funded research, librarianship is a service-oriented discipine and tends to produce studies and investigations rather than highly structured research projects.[3] The same is true for medical librarianship. A cursory review of the literature reveals a large number of library use and user studies. Since these are the subject of Professor Broadus's presentation I shall not discuss them at length here. Some of the specific topics of a few of those studies would be of interest, however. That two-thirds of the typical medical library collection consists of serials with very restricted or no loan periods is reflected in the number of studies on the use of the

journal collection, the effect of a limited circulation period on photocopying services, and the use of selected abstracting and indexing journals. The practice of charging user fees in many medical libraries is also reflected in use studies on the effect of fees on information services for physicians. Then too there are studies on the uses of audiovisuals and microforms in medical libraries.

Studies pertaining to collection development have also been prevalent in the medical library literature; again there is an emphasis on serials. There have been surveys on the dual pricing of medical periodicals and on management data for collection analysis and development, along with the selection (and, I regret to say, the increasingly more common "deselection") of journals.

Surveys dealing with library administration issues, such as personnel and cost studies, are also important to medical librarians. I was struck by the fact that in just one recent issue of the *Bulletin of the Medical Library Association* there were four articles in this subject area. Rachel Goldstein and Dorothy Hill reported on a five-year follow-up survey of the status of women in medical library administration. Dean Schmidt and James Swanton reported on a content analysis of job advertisements to ascertain qualifications sought by employers of medical librarians. There were two cost studies: one reported the use of random time sampling with self-observation as a technique for library cost studies to determine the unit costs of reference questions, and the other dealt with the effect of inflation on costs of journals included in the Brandon list of serials recommended for a small hospital library. There have also been in recent years studies on work analysis by random sampling and a quality assurance process for medical libraries.[4]

I mentioned earlier the importance of the development of on-line data base searching in medical libraries during the last decade; the emphasis on on-line reference services in medical libraries is also apparent in the studies reported in the literature. In fact anyone interested in research in on-line services should study the work done by medical librarians in that area. Within the past two years there have been a report of a grant-supported feasibility study of MEDLINE for small hospitals, a survey of the use of on-line services in academic medical libraries, and a comparison of two vendors who offer MEDLINE. In addition, the earlier literature includes a survey of computer search service costs in academic medical libraries, a survey of MEDLINE training within library school curricula, and other related topics.[5]

The studies I have just enumerated give some indication of the scope of research interests of medical librarians, and I would like to turn now to a consideration of some of the projects that have received research grant awards from the National Library of Medicine over the past ten years from Medical Library Assistance Act funds. These projects are more indicative of structured research efforts than some other surveys and investigations reported in the medical library literature. In order to be funded, research proposals undergo peer review and must be judged worthy of support. The support received ranges from one to three years in duration. The National Library of Medicine's extramural staff, who oversee this research grants program, supplied me with a listing of all the research projects that were supported during that period, and on a visit to Washington I met with several of the staff to review the projects with them and discuss ways to stimulate medical library research.

A number of the research grant awards have been concerned with education. Two, for example, were studies pertaining to the continuing education of physicians. At the University of Maryland School of Medicine, a two-and-one-half-year study was undertaken to survey the informational needs of physicians and relate their needs to continuing medical education. A more recent study in this area was funded in March 1979 for Norman Stearns at Tufts University in Boston to establish a system of documented reading for physicians to improve patient care and, for added incentive, to allow them to receive continuing medical education credits for their work. Two earlier projects employed new technologies: one provided support for software development for writing computer-assisted instruction programs, and the other was a video demonstration project at Baylor College of Medicine. A project at the University of Southern California has received two grant awards within the last five years to develop a self-directed continuing education program for physicians in private practice. The program will use techniques such as contract learning to link physicians with learning materials through the intermediary of a librarian. The medical library at the University of New Mexico School of Medicine received support in January 1981 for a three-year project to study how medical students, physicians, and librarians seek information. Researchers will categorize common clinical information problems faced by a student or physician and develop problem-based instructional materials to teach information-seeking skills.[6]

Twenty-seven of the research awards over the past ten years come under the general category of information science and information servic-

es. These research efforts range from the work by William Goffman at Case Western Reserve and William Garvey at Johns Hopkins in bibliometric theory to perhaps the best-known project, the initiation of a clinical medical librarian program. The studies dealing with bibliometric theories use citation analysis and other methods to learn more about communication between researchers. The development of the clinical medical librarian service by Gertrude Lamb, first at the University of Missouri School of Medicine and later at the University of Connecticut, is an example of a research demonstration project that, because of its setting, is unique to medical librarianship.[7] The implementation of this new program led to its successful adoption by other medical libraries, including the Health Sciences Library at the University of North Carolina at Chapel Hill. Essentially the clinical medical librarian serves as the information specialist on a health care team by attending grand rounds and conferences in the hospital, identifying information needs of the clinicians, and supplying information to answer those needs.

Advances in technology and interest in on-line searching capabilities are evidenced by work from 1972 to 1980 at Lehigh University on a system for text searching retrieval of biomedical papers and by a five-year research effort to establish an information system in bioethics that has now become an on-line data base called Bioethics Line.[8]

Returning to the interest of medical librarians in on-line searching, I would be remiss if I did not mention two current research projects on this topic being funded by the National Library of Medicine. One is an evaluation study of the pre-search interview, conducted by the Syracuse University School of Information Studies. In this study, eighty-two pre-search interviews were videotaped at seven medical libraries for appraisal by an interdisciplinary research team including Pauline Atherton Cochrane and several researchers with communications training. Analyses were made of tasks performed, verbal behaviors, and nonlanguage (or body language) behaviors. After each interview, the participants completed a satisfaction measure to try to establish a measure of success for the interview.[9] The second study is a modeling and evaluation of online user behavior, by William Penniman at OCLC. Using empirical data already available on the National Library of Medicine's computer from the MEDLINE file, this project will assess effective and ineffective search patterns and will contribute to more knowledge of the interactions between computerized systems and system users.[10]

In addition to research projects in medical librarianship and informa-

tion science, the National Library of Medicine is stimulating a greater research effort into the relationship of information needs of health personnel to information delivery systems, through its Computers-in-Medicine Program, a research and training grants program supported largely by Medical Library Assistance Act funds. The training component of this program has been initiated to encourage the development of investigators who will study how medical knowledge can be represented better in computer-based systems so that information can be retrieved and used in the context of actual clinical problems confronted by health practitioners. Although this research program is not directly related to medical libraries, it has potential impact on health-related information services by contributing to an understanding of how clinical information can be organized and accessed using developing computer technology.

A look at some of the projects funded in 1980 provides insight into the scope of the Computers-in-Medicine Program. Several projects relate to computer-assisted medical decision-making, including a study at the University of Utah and one on computer-aided medical diagnosis at the University of California at San Francisco. Others are investigating the use of medical data bases in clinical settings. One example of this type of project is the development by cardiology staff at Duke University of an "electronic textbook," a data base containing information about their cardiology patients. Still another example is the combined effort of a clinician and a computer scientist at the University of Pittsburgh to develop INTERNIST, a computerized knowledge base that will serve a consulting function for clinicians in internal medicine. Multidisciplinary research teams are combining their efforts in these projects to provide expertise in subject disciplines along with an understanding of the offerings of advances in computer technology. A researcher at Tufts University, for example, is working with a computer scientist at MIT and a cardiologist at New England Medical Center to explore how physicians acquire medical knowledge.[11]

This brief review of research projects in medical librarianship is intended to give you an understanding of the nature of that research. With this review as a basis, I would like to devote a few minutes to the question of needs in medical library research and how these needs can be met.

Certainly the controversy over the nature and approach to library research and over who should conduct that research pervades medical librarianship as it does other specialty areas within the library field. If there was one consistent theme throughout the past decade concerning

research in medical librarianship, it was the lack of good research and overabundance of poor research. You can begin in the early 1970s with observations, such as those made by Janice Ladendorf in a Special Libraries Association publication on the changing role of the special librarian, that there is a lack of theories in librarianship and that librarians have been both uninterested in research and untrained in the necessary techniques. She notes in her discussion that the fatal flaw in most library research is poor conceptualization of the problem to be studied.[12] This observation was echoed by Susan Crawford in her study of manuscripts submitted for review and the papers and brief communications published in the *Bulletin of the Medical Library Association* from 1976 through 1978. In addition, Crawford found that medical librarians tended to report personal experiences in descriptive case reports rather than to design studies to test theories. Furthermore, methods for data collection and analysis that were common to other disciplines, such as sampling techniques, were rarely used.[13]

Some of these issues have been discussed in the medical library field by Estelle Brodman, Robert Cheshier, Erika Love, and Richard West in the last few years.[14] In her keynote address for the Allerton Invitational Conference on Education for Health Sciences Librarianship in 1979, Brodman observed that medical librarians had equated *how* with *why* by thinking of research merely as the investigation of the practical factors in librarianship rather than as inquiry into the intellectual foundations of librarianship per se. To illustrate this point Brodman cites recent attempts to evaluate clinical librarianship programs. As she notes, all efforts at evaluating these programs consisted of merely counting statistics and collecting letters of praise—with a few minor complaints included to give an appearance of thoroughness and objectivity. (This practice does sound all too familiar.) I was happy to discover recently, however, that at least some progress had been made in evaluating these programs, and, regrettably, I must agree that this evaluation is the exception rather than the norm. A recent article in the *Journal of the American Medical Association* reported measuring the impact of clinical librarian services on actual case management and on diagnostic thinking, in a random sample of fifty searches over five months provided to house officers on medical and pediatric services in a university hospital.[15]

To return to the point, however, Brodman recommends that medical librarians try to attract more people into their midst who are comfortable

with the exploration of ideas, and she advocates a dual track in medical librarianship—one for practitioners and the other for researchers.

Cheshier, Love, and West all draw the parallel between the medical library practitioner and the general practitioner in medicine. In both cases, the practitioner has little time for research. However, as Cheshier and Love note, medical schools have traditionally supported medical research, and the practitioner is supposed to be aware of medical research, education, and practice throughout his career. Library schools, though, as Love points out, have not traditionally provided this sound basis of research for medical library practitioners. Love proposes that medical librarians view research no longer as an isolated function, but rather as part of a total professional model, as the third dimension of librarianship, along with library education and library practice.

I agree with all four of these medical librarians that a link must be made between the medical library practitioners, who can identify researchable issues, and researchers, who can investigate these issues with the participation of practitioners. Medical library practitioners need to be more creative in seeking researchers to work with them on research efforts. Clearly, as Cheshier and others have pointed out, library schools are an important resource for these research efforts, and library schools have a responsibility for contributing to the knowledge base of librarianship through research. However, medical librarians should turn to other academic disciplines for collaboration in research efforts as well. For example, on the research team in New Mexico that is investigating information-seeking skills, the medical librarian is assisted by a biostatistician, a medical sociologist, an education specialist, and a cognitive psychologist.

In closing, I would also like to add that medical library practitioners can begin to produce better research by adopting a research attitude in their work. Frederick Kilgour has pointed out that research is simply an intellectual method for discovering new knowledge.[16] Brodman stated that examinations for medical librarians, in and out of library schools, should test the applicant's ability to handle ideas.[17] I believe that we should make extended training in analytical problem-solving a requirement for the workplace.

The 1980s will undoubtedly be a decade of significant technological change coupled with the complexities of dealing with shrinking library budgets. Planning successfully for medical libraries to meet these chal-

lenges will require research efforts: critical inquiries into the *whys*, not merely the *hows*. I was pleased to hear Professor Kaser emphasize the need for creativity in research in the opening session for this conference. If we anticipate the need for change and approach issues analytically and creatively, areas for investigation in medical librarianship in the years ahead will be limitless.

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9. W. W. Crouch, *Evaluation of the Pre-search Interview*, NIH Grant LM 03074.

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14. Estelle Brodman, "Pragmatism and Intellection in Medical Library Education," keynote address, Allerton Invitational Conference on Education for Health Sciences Librarianship, Monticello, Ill., 2–4 April, 1979; Robert G. Cheshier, "Research and the Practicing Librarian," *Journal of Education for Librarianship* 20 (1979): 142–48; Erika Love, "Research: The Third Dimension of Librarianship," *BMLA* 68 (1980): 1–5; Richard T. West and Maureen J. Malone, "Communicating the Results of NLM Grant-supported Library Projects," *BMLA* 68 (1980): 33–39.

15. Georgia Scura and Frank Davidoff, "Case-related Use of the Medical Literature: Clinical Librarian Services for Improving Patient Care," *JAMA* 245 (1981): 50–52.

16. Frederick G. Kilgour, "Research," in *Handbook of Medical Library Practice*, ed. Gertrude L. Annan and Jacqueline W. Fetter, 3rd ed. (Chicago: Medical Library Association, 1970), pp. 241–53.

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The Present and Future Role of Library Schools in Providing Continuing Education for Librarians

Jo Ann Bell

CONTINUING EDUCATION (CE) is considered an accepted fact of professional practice today. Public scrutiny of professional performance, the rapid rate of change in the knowledge base of the profession, technological advances, and the need for professionals to develop the ability to cope with constant change make CE an integral part of the competent professional's life. Currently, the debate focuses not on the need for CE, but on developing mechanisms for meeting the professional's need for continuing education and evaluating the impact of activities that have been designed to assist professionals in coping with a constantly changing professional situation.

While there is agreement about the need for continuing education, the complex factors surrounding CE result in some difficulty in formulating clear-cut definitions of roles and responsibilities. One of the first problems encountered in discussing continuing professional education is the difficulty of defining the concept: activities that are considered by one individual or group as continuing professional education are not accepted by another group or individual. Within this context a central concern revolves around the role that formal degree programs serve in meeting CE needs. Some individuals believe that enrollment in such programs leads to one's obtaining credentials that serve purposes other than maintenance of competence and that therefore these programs do not serve a continuing professional education function. There is also a question about the role of those activities that provide general enrichment and personal satisfaction for the individual. Cyril Houle has clearly articulated this

concern: "The practicing professional needs to grow as a person as well as a professional. The mind should never be fully engaged in the practice of a lifework . . . but needs to withdraw . . . to be stimulated by contemplating . . . different aspects of life."[1]

In this paper an extension of a definition developed by Houle is used. Continuing professional education is any learning activity used by a professional and which, in the mind of the learner, builds on some previously established base to extend and amplify awareness; activities for which continuing education units are given and that meet the above conditions are considered continuing professional education activities. Activities for which the student earns degree or formal certificate credit are excluded. However, activities that are part of a degree or formal certificate program are considered continuing professional education activities for a participant who is enrolled in them on a noncredit basis. In this paper, the following terms are used interchangeably: CE, continuing education, and continuing professional education.

Once CE is defined another question arises, and perhaps the answer to that question is not totally separate from the definition that one accepts for continuing education. Who is responsible for continuing professional education? During the 1960s and 1970s the scope and volume of continuing professional education activities rapidly expanded. Almost every professional group offered CE programs. However, in spite of the involvement of many groups in providing continuing education opportunities, many librarians continue to look to library schools for assistance in meeting their CE needs.

In fact there are many who support the contention that universities should be the primary providers of continuing education. Philip Frandson strongly advocates this position: "While the professional association should be concerned with setting the standards for continuing education, the universities must be the primary implementing agency. We are in the business of education. We are chartered in all professions—and by that fact are similarly the greatest single knowledge source."[2] Universities possess a number of qualities that enhance their functioning as providers of CE: "They have equipment, prestige, experience, ideals, and standards . . . , men experienced in teaching and scholars in highly specialized fields."[3] Furthermore, they have "well-structured . . . extension divisions . . . [and] continuing education expertise."[4]

In spite of all the reasons that can be given for university involvement in continuing professional education, CE is usually a peripheral activity in

institutions of higher education. Perhaps James Whipple has provided the best description of the role assigned to continuing education activities in universities: "Endorsement of continuing education by the university is uncertain, hesitant, and inconsistent, a bit like a popular dance of an earlier era called the Wilson tango—one step forward, two steps back, a side step, and then a moment of hesitation."[5]

Certainly library schools have been criticized as being inadequately involved in meeting the continuing education needs of librarians. However, the answer to meeting continuing professional education needs effectively lies not in one group's criticizing another but in each group's realistically defining its own role in meeting CE needs and in working with other professional groups to assure that a variety of continuing education opportunities is available. Therefore, it is important for a consensus to be reached about the types of continuing professional education activities that library schools may be expected to provide.

And in order to define realistically the role that library schools may be expected to play in meeting CE needs, we must identify the forces operating within universities that affect faculty members' actions. The identification of these forces is important, because an individual's action at any point in time is a result of any number of influences. Whatever kind of behavior occurs is a part of a coherent system of all possible events; the specific behavior that occurs is determined by all the psychological, physical, and social behavioral environmental forces acting on the individual at that point in time. Library school faculty are subject to numerous personal, professional, and institutional constraints that act upon them and affect their behavior. And, collectively, the faculty influence the role a school will play in providing continuing professional education activities.

One important environmental force is attitude, because by definition an attitude is "a state of readiness, a tendency to act or react in a certain manner."[6] Furthermore, once an individual has an attitude about an object, things related to that object are seen in a selective manner. Therefore, a circular logic evolves: if individuals have positive attitudes about an object, their selective perceptions of that object reinforce their positive attitudes; negative attitudes experience similar strengthening.[7] Although my study covered a number of relationships between attitudes and other personal, professional, and institutional characteristics, this paper is limited to a discussion of the following areas:

1. The kinds of continuing professional education activities deans and faculty members perceive as appropriate for library schools.
2. Faculty members' and deans' attitudes about the following:
   a. Value of continuing education programs in library schools.
   b. Role of continuing education programs in library schools.
   c. Administration of CE programs.
   d. Design of continuing professional education activities.
   e. Ability and performance of CE students.
3. Characteristics of library schools' continuing professional education activities.

Method

Two survey instruments were used to gather data. The primary survey instrument was sent to all deans and full-time faculty members in library schools with accredited master's programs. It used attitude scales to measure faculty members' attitudes about continuing professional education programs in library schools. Attitude scales are sets of statements or items to which the subjects respond; the composite of these responses provides information about the subject's attitudes. Attitude scales are the most widely used and carefully designed technique for measuring attitudes.[8] Likert scales were used in this study. Subjects indicated the amount of their agreement or disagreement with each statement on a five-point scale. Each respondent's attitude was determined by adding his or her response values and computing the mean to produce a summated rating. In addition to the attitude scales, the primary survey instrument requested data on professional and personal characteristics of respondents.

The secondary survey instrument was sent to the dean of each library school. It requested data about each school's continuing education activities.

Responses were received from 72.4 percent of the faculty members in the population and from 73 percent of the schools.

Findings

Appropriateness of Continuing Education Activities. As suggested earlier, there are considerable differences of opinion about the types of activities that are appropriate to meet CE needs. Faculty members and deans were asked to indicate their opinion about the appropriateness of each of a list of nine activities for continuing professional education programs in library schools:

1. Workshops
2. Institutes
3. Invited conferences
4. Short intensive courses that are noncredit
5. Short intensive courses for credit
6. Full-length courses designed especially for practitioners
7. Regular degree program courses on new technologies
8. Regular degree program courses in other areas
9. Individualized short-term study projects

Although a majority of both faculty and deans indicated approval of each of the activities for library schools' CE programs, there was considerable variation in the proportion of respondents who approved the various types of educational activities. Workshops and institutes were considered appropriate for library schools' continuing professional education programs by almost 90 percent of the respondents. Regular degree courses in areas other than the new technologies, full-length courses designed for practitioners, and individualized study projects were approved by fewer than 70 percent. We may conclude that workshops and institutes are generally acceptable to faculty for CE programs, whereas attempts to offer regular degree courses in areas other than the new technologies, full-length courses designed for practitioners, or individualized study projects as CE activities may encounter considerable opposition among faculty.

Although this study did not request respondents to indicate their reasons for approval or disapproval of an educational activity for CE purposes, there may be several plausible explanations for the relatively low approval rates for the three least popular activities. Two of the activities, full-length courses designed for practitioners and individualized study projects, may be less acceptable than some of the other types of

educational activities because the time and effort involved in developing them can be greater than that required for other types of CE activities. Development of any full-length course is time-consuming, but courses developed for practitioners may require even more time if they are to be relevant to practitioners' needs. In addition, identifying topics that will generate adequate demand among practitioners and that are of sufficient depth for a full-length course may be extremely difficult. The development of individualized short-term study projects may involve even more effort than the development of full-length courses and may be used only once. Therefore, they offer little return on the investment of time and effort.

An explanation of the relative lack of popularity of regular degree courses in areas other than the new technologies is not readily apparent. Faculty members and deans may believe that such courses should have been a part of initial professional training only and that the greater need is for courses in more current developments in the field.

Attitudes toward Continuing Education. In order to identify faculty members' and deans' attitudes about continuing professional education programs, respondents were asked to reply to thirty attitude statements. From these, six mean attitude scores were computed for each respondent. First, an overall mean attitude score was calculated; it was simply the arithmetic average of the responses for all thirty attitude statements. In addition the thirty attitude statements were subdivided into five subgroups, and a mean score was derived for each group. The five categories were (a) value of continuing education programs in library schools, (b) role of continuing education programs in library schools, (c) administration of continuing education programs in library schools, (d) design of continuing education activities, and (e) ability and performance of continuing education students. These six mean attitude scores formed the basis for the analysis of faculty members' and deans' attitudes. It should be remembered that the mean attitude score about continuing professional education programs in general, is a composite score based on all thirty statements, and the mean attitude scores for all the categories are components of it.

In order for a faculty member or a dean to be judged as having either positive or negative attitudes about continuing professional education, their mean attitude scores must have fallen above or below the neutral region on the attitude scale. Although the neutral region cannot be defined precisely on a Likert attitude scale, it was defined for this study as

the region that includes scores between 2.25 and 3.75, a conservative definition. Using this criterion the mean attitude scores for both faculty members and deans were found to be above the neutral region for continuing professional education programs' value, role, and administration (the first three of the five subgroups listed above); deans also registered positive scores for continuing education programs in general (the composite average).

Although the respondents' mean attitude scores about continuing education programs and their value, administration, and role were above the neutral region, for no area were they at least one standard deviation above that region. Therefore, it may be concluded that although faculty members and deans hold positive attitudes about continuing professional education programs in library schools, these attitudes are not very strong.

Characteristics of Library Schools' Continuing Education Programs. Library schools are involved in a variety of CE activities (table 1): 52 percent of the schools have offered workshops in the last two years; 47.5 percent, institutes; 46.6 percent, regular degree courses in areas other than the new technologies; and 36 percent, short intensive credit courses. In addition to providing CE learning activities, there are other indicators of involvement in continuing professional education. The survey revealed that 86 percent of the schools have objectives about continuing professional education programs. However, only 45 percent of the schools have a written plan that establishes areas of emphasis, identifies resources that will be committed to CE, and states the approximate extent of the school's other efforts, such as the types and numbers of CE activities that will be provided. In addition, 76 percent of the schools maintain contact with professional groups for purposes related to continuing education programs, and 73 percent have designated a specific faculty member to serve as the liaison with other professional groups on CE matters and have assigned a specific person to assist in planning and coordinating continuing education activities. Budget support is another indicator of the level of a school's commitment to continuing professional education: 41 percent of the schools allocate less than 1 percent of their budgets to continuing professional education; 30 percent allocate 1 to 5 percent of their budgets to CE; 11 percent allocate over 5 percent to CE; 18 percent of the schools failed to provide data about the budgetary support they provide for continuing professional education.

It should be noted that an analysis of the respondents' attitudes and the characteristics of their schools revealed that there are significant relationships between attitudes about CE and the following characteristics: a school's having an objective about continuing education; its maintaining contact with professional groups; its having a CE coordinator; and the types of rewards provided to faculty who participate in a school's continuing education activities.

Future Directions

As I mentioned earlier, the current debate centers around whether continuing education is achieving the desired results. Houle has noted that the entire concept needs rethinking, since it appears that the methods currently being used are unsatisfactory.[9] Certainly some of the concepts advocated by Houle, as well as other critics, would provide a role for library schools that is in keeping with their traditional responsibilities. For example, the idea of continuing education is so well entrenched that it is often assumed that it will be "internalized" automatically.[10] However, library schools should emphasize the need for continuing professional education throughout the entire course of initial professional training. A number of approaches have been suggested by Houle and by the AALS Continuing Education Committee for increasing awareness of the need for CE and for developing mechanisms that will result in the professional's making a commitment to lifelong learning.

> 1. Library schools consider many attributes in admission decisions. If continuing professional education is necessary for maintaining competence, library schools should give some attention to selecting for admission those who have already given evidence of a thirst for knowledge.
>
> 2. The professionalizing process may need to be revised; during initial professional training, the emphasis should be on increasing the student's problem solving abilities.
>
> Students must learn that the professional education process is not designed to supply ready-made answers but rather to help

them learn to synthesize what they know and how to apply it to a particular problem.

3. Students must learn that their lives as professionals will be characterized by change; in fact, change may be the only constant. The student must be prepared to live in a world of uncertainty. If the initial professional education program is successful, then the student will develop an attitude which is characterized by a state of readiness to use the best ideas and techniques of the moment, but also to realize that these ideas will be modified or replaced.

4. Students should be taught how to develop a personal learning plan so that as they recognize the need for continued learning they will know how to cope with the need for adapting to changes in the knowledge base and technology of the profession.[11]

In addition to focusing on the need to prepare students for lifelong learning in the master's program, the AALS Continuing Education Committee has identified a number of other responsibilities of library schools in regard to continuing professional education. Library schools should:

1. Develop continuing education mission statements and include them in the school's objectives.
2. Designate groups they will serve with their continuing education program.
3. Assign responsibility for coordination of CE activities to an individual or a committee.
4. Set priorities appropriate to the needs of the CE audience in the service area.
5. Develop a continuing education program based on activities of various types.
6. Offer regular courses, and special short-term CE offerings at times and places which are convenient to the needs of their audiences.
7. Monitor the quality of continuing education programming by accepting criteria for CE programming.
8. Encourage the development of new skills and knowledge by library school faculty.
9. Collaborate with other professional schools and disciplines.

10. Incorporate practitioner input in the planning and evaluating of continuing education.[12]

On the basis of my research, as well as the opinions of others, we can expect that library schools will continue to be perceived as key providers of continuing professional education. By stressing the need for CE and by providing students with the techniques for coping with professional changes, library schools will produce librarians who have the potential for remaining competent professionals. It is likely that in addition to emphasizing CE and developing CE skills, library schools will schedule regular degree courses at times and places that are convenient for practitioners, offer workshops and institutes, and maintain liaison with other professional groups in a cooperative effort to meet continuing professional education needs. By using this combination of activities, library schools will make a significant contribution toward meeting continuing professional education needs within the confines of their traditional roles.

TABLE 1.
Continuing Education Activities Provided by Library Schools Surveyed.

Activity	%
Workshops	52.0
Institutes	47.5
Invited conferences	30.0
Short intensive noncredit courses	18.0
Short intensive credit courses	36.0
Full-length courses for practitioners	27.0
Regular degree courses—new technologies	34.0
Regular degree courses—other areas	46.5
Individualized short-term study projects	25.0

Notes

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2. Philip Frandson, "Continuing Education in the Professions: Issues, Ethics, and Conflicts," *NUEA Spectator* 39 (September 1975): 9.
3. James Creese, *The Extension of University Teaching* (New York: American Association for Adult Education, 1941), p. 15.
4. Jean M. Arnold and Max Robert Otte, "Continuing Professional Education —A Joint Partnership," *Adult Leadership* 21 (February 1973): 251.
5. James Whipple and Dorris S. Chertow, *The University and Community Service* (Syracuse: Syracuse University, 1970), p. 1.
6. A. N. Oppenheim, *Questionnaire Design and Attitude Measurement* (New York: Basic Books, 1966), p. 105.
7. Carolyn W. Sherif and Muzafer Sherif, *Attitude and Attitude Change* (Philadelphia: Saunders, 1965), pp. 5–6.
8. Margono Slamet, "An Analysis of Faculty Attitudes toward the Cooperative Extension Service at Louisiana State University" (Ph.D. dissertation, Louisiana State University, 1973), p. 33.
9. Cyril O. Houle, *Continuing Learning in the Profession* (San Francisco: Jossey-Bass, 1980), p. 8.
10. Ibid., p. 85.
11. Ibid., pp. 82, 10, 43, 38, 43, 74, 86.
12. AALS Continuing Education Committee, "AALS Continuing Education Policy Statement—Draft—January 20, 1981," mimeographed (Ann Arbor, 1981).

Education for Librarianship: Present and Future

Lester Asheim

THERE IS a phenomenon in literature and in life called, variously, poetic justice, comeuppance, or "the biter bitten," that is likely to catch up with each of us at one time or another. Today it has caught up with me. Having paid my disrespects on many occasions, often in public, to the unreliability of predictions about the future of librarianship made by self-ordained pundits and prognosticators, I now find myself called upon to perpetrate a similar fantasy about library education. I suppose my guess is as good as theirs, but it is certainly no better, and I am quite loath to pose as clairvoyant, on the basis of nothing more solid than unsubstantiated conjecture.

Still, it is my assignment to make some guesses about the future, and the justification seems to be that I have been around so long that I *ought* to be able to make a more informed guess than those who have not been able to experience at first hand, as I have, the developments in library education over the past fifty years. That is a fair enough proposition, I suppose, if you believe that the past fifty years are an unerring indicator of the next fifty—or even the next ten. I do not quite believe that, and indeed my strictures against the forecasts of the futurists have been based upon my conviction that it is a very shaky process to use the forces that have shaped the past as a reliable guide to what will happen in the future. Yet the past and the present are all we have to go on.

So there we are. Or to put it another way—where are we? All my academic life I have held the view that it is better to know than to guess, and I still believe that. But now I am a little more willing to concede that there may be some things that we can only guess at—and that if we hold ourselves to that which is irrefutably known and measurable, we may be

confining ourselves to a level of things that don't much matter. What can be counted is not necessarily what counts. So, since I really have no other choice, having foolishly said yes to the assignment, let me take advantage of my senior citizenry, pretend that my years give me some basis for judgments—and make judgments. If it serves no other purpose, this paper could be an excellent starting point, five years from now, for some other smart aleck to deliver a humorous attack on human fallibility.

The most obvious reason for our desire to outguess the future is the fact, which I assume we all accept, that the society itself is changing drastically and very rapidly and that the library, being a social agency, inevitably is affected by changes in the society of which it is a part. That the society is changing does not necessarily mean, however, that all the problems raised by that circumstance are going to be new. Much of what concerns us today concerned other generations before us; some of the questions we raise are even being revived after a period of quiescence; and some are not perceived so much as new as simply more urgent.

While you do not need to be reminded, yet again, of what changes are obvious in our society, let me very quickly list those that seem to me to be the ones most likely to influence the future shape of library education. Of all the social changes that might be enumerated, my list would certainly contain these:

> The increasing recognition of the central importance to society of communication and information.
>
> The tremendous developments in technology, and especially communication technology.
>
> The uncertain economic situation, and as part of that, the tightening job market.
>
> The growing complexity of service organizations and their management.
>
> The move toward cooperative ventures to meet some of these challenges.
>
> The increasing emphasis on specialization.
>
> The belief in the power of formal education-and-research to find answers to the problems raised by these developments.

I have deliberately not used the words *library* or *librarianship* in identifying these areas of concern, because none of them is a problem for librarianship alone, and some of them would seem to be far outside the scope of librarians to handle through their own agencies. But all of them will affect, more or less directly, libraries and the schools that prepare people to enter the library field. Library educators therefore must at least think about what the impact of these forces will be on librarianship, and—in the context of today's seminar—on the library schools. My task then would seem to be to look at the academic procedures and tools that might be called upon to help us in coping with the responsibilities we face.

As an aside, I hope it goes without saying, but I will say it anyway, just in case: when I use the terms *library* and *librarianship*, I mean to encompass the combined field of library and information science that is now so firmly established as the area with which educators of librarians are concerned. Not everybody likes the fact, but hardly anybody would deny it, that today's graduates from library schools may well find themselves working in some other agency than the traditional library, that they may very well be known by a title other than librarian, and that even when their place of employment is what was once called a library, it will in many cases have a different name and image. Let me remind you, however, that these cosmetic and semantic changes do not alter the fact that what librarians now practice, and about which they have always been experts, is how to facilitate access to information, broadly defined and in many formats. So since I am associated with one of the few library schools left in our field that still clings to the traditional title, I will today be using the traditional terms. The new concepts are so firmly integrated into our curriculum that I take it for granted that you will understand that in my usage, the term *librarianship* connotes the enlarged view.

The major academic device that educators have for confronting such challenges as I have enumerated is the curriculum. In general, then, any prognosticator would have to make some guesses about whether new content will have to be added and old content removed; whether rearrangements are indicated in the sequence and intensity of presentation of content; whether more than one level of instruction will be required and more than one locus of such education would be desirable; whether methods of teaching will have to be altered; and whether, given all of this, the length of the program will be affected. We already have some evidence of directions that the schools have taken, or are thinking of taking, on

each of these possibilities. A single quick glance at the list of changes I mentioned earlier—new concepts of communication and information, new technology, growing complexity of administrative organization, greater emphasis on more intensive specialization, the trend toward cooperative ventures, and the call for better understanding of research and more contributions to it—makes clear that additions are going to have to be made, and indeed many have already been made, to the curriculum through which any one of us proceeded (no matter how recently) on the way to our qualification as librarians.

The conclusion to be drawn from this has seemed obvious to a few schools: that all the needed new content leading to the first professional degree cannot possibly be added to the curriculum without an inevitable extension of the length of the program. Thus UCLA, Washington, and North Carolina are already committed to extended programs, and a few other schools are thinking seriously about it. The obvious necessity of extending the length of the program, however, does not leap to the eye of all library educators. Bill Summers, reporting on the conference on this topic held at the Columbia School of Library Science, and Jane Anne Hannigan, in her summary within the conference itself, have made some pertinent points about alternatives to the extension of existing programs. Improvements in instruction, for example, might well make it possible to reduce the amount of time spent in the classroom even as new content is added; modern technology itself might be able to put across some of the additional content at no increase in hours of classroom attendance; removal of superseded or unessential content might make more than enough room for the contemplated additions; and there is some reason to believe that if an extension of classroom content is necessary, it might begin at the other end—in courses at the undergraduate level before the master's program, rather than in additional hours in the graduate program itself.[1]

This last possibility suggests a stricter designation of prerequisite knowledge for library school admission, a prospect with which I have considerable sympathy. My preference would be that such prerequisites be in the liberal education area rather than in the area of professional content. Surely there are some kinds of college-level learning that would be more useful than others for our field, but until recently we have been unwilling to identify them, except in our hard-nosed rejection of applicants with too narrow a concentration on piano keyboard technique or courses in home economics. It is true that today it is not unusual for a library school

to urge an introductory course in statistics or a certain level of math, if not as a prerequisite for admission then as a requirement for graduation. We still accept, however, almost any course in the humanities, the sciences, and the social sciences to fulfill the "broad general background" that we profess to want. Could we not give more helpful direction: a course in symbolic logic, perhaps; in the psychology of learning; in basic principles of management? In other words, would it not be helpful—not only for our students as students but also for the field when they go out as practitioners—if they were prepared to take the advanced courses outside the school towards which we so earnestly counsel them, but which are closed to them because they lack the introductory knowledge on which those courses are based? It does seem to me that if we claim that the librarian's academic qualification is represented by the full five or six years of education beyond high school, and not just the segment of it spent in library school, we have a responsibility to oversee that total span of formal preparation, not just overlook it. This might help a bit to resolve the problem of screening for professional aptitude, which many critics feel is inadequately performed under our present system of GRE, gpa, or the Miller Analogies Test—the scores on which, although dutifully recorded in the student's folder, are frequently ignored in the actual process of admission decision.

There can be no question, I think, that the content of the curriculum will be changing, as it has indeed been changing continuously throughout the past fifty years, but there is still legitimate question about the length that such a program will have to take to handle its task effectively. In the past twenty-five years, as the debate between the uptight traditionalists and the hardline revisionists has been taking place, the favorite cliché has been the old chestnut about the baby and the bathwater. I vowed I would not use that bromide in this presentation, but the phrase does encapsulate the problem. Commonplace though it may be, I do wish to suggest the possibility that by and large, new knowledge does not replace previous knowledge; it simply is added to the total store. What is superseded is outmoded types of operation, the how-to-do-it stuff, not the essential grounding in principles and objectives. If that be so, and I believe it is, then it is unlikely that what can reasonably be removed from the curriculum will be as extensive as that which must be added. If our schools do feel that they are obliged to subtract an equal amount of content for each segment added, my guess is that we will end up losing more than we gain by this "updating" procedure. Lengthening the program does not in

itself, of course, guarantee that we will be enriching the quality of it—that will depend on what we add—but cutting traditional basic principles simply because they are traditional could impoverish it in its intellectual and humanistic aspects that distinguish professional education from technical training. That does not necessarily seem a bad thing to everyone—but it does to me.

Since I have introduced the dichotomy of professional education and technical training, this is an appropriate place to reaffirm the need for technically trained support staff. From what I have said, you can no doubt deduce my conviction that these are separate programs, with professional education properly at the postgraduate level in a university. It is unfortunate that in our society, such a differentiation between academic levels is interpreted as a value judgment, which denigrates the role of the technical assistant and inflates the elitist importance of the professional qualification. I do not know how to combat that prejudicial interpretation except to stress the indispensable role that support staff plays in our occupation and to repeat what everyone knows: that different kinds of skills and responsibilities require different kinds of preparation without any implication that the longer or the more expensive or the less technical is more—or less—worthy of respect and recognition. We could perhaps manage more easily without poets than without plumbers—which is why the plumbers are better paid—but I do not think that we could live as complete a life if we had to make do with only one or the other of them. I hope that the recognition that the technical assistance staff has begun to receive will continue; that the training they require will be as carefully and effectively planned as that of the librarians; and that the choice of a career in either aspect of our total occupation will be accepted in terms of its social contribution and not by the level of schooling that prepares for it. And I do believe that one can move from one to the other, horizontally and vertically, *if* he or she is willing to undergo the necessary preparation that each requires. As the new technologies expand their relevance to library operations and services, the technical training required in both the support and the professional areas will also expand, but at different levels of intensity. This will, I hope, increase the mutual respect and appreciation for the special knowledge that each of them must attain and apply.

One reservation about the need to add as much new content related to the new technology as we now predict, has to do with the very magnitude and all-pervasiveness of the change. The kind of additional, new material

that most schools have accepted and still feel a need for has been at the very least an introduction to the computer and how it works, a laboratory type of hands-on experience at the console to counteract the fear of the machine that many of our students and practitioners might feel, and some experience in the process of programming simply to be able to understand what the machine can do for us and to communicate our needs effectively to the programmers. This will, I am convinced, become less and less necessary as each new generation of students comes through. Already we find that an increasing number of our beginning students have used computers, understand the basic concepts, and have even done some programming and are familiar with a computer language. It will not be long, I think, before we will be able to assume a great deal of basic familiarity with this tool and may need nothing more than a short, remedial lab requirement (without credit) for those few who somehow missed the experience in their previous education. Such introductory knowledge might indeed become one of the prerequisites for admission I suggested earlier. If remedial work will be needed in the curriculum of the future, my guess is that it will be most urgently required to repair incapacities, not in computer use, but in reading and writing of acceptable English. Our additions to the curriculum in the area of computer applications will be needed at the advanced level, rather than in core or required courses.

Nevertheless, I am inclined to guess that a longer program than one academic year is going to be inevitable because of the cumulative effect of new knowledge that does not displace old knowledge, and because of the higher degree of intellectual command of our subject matter that will be expected when support staff takes over many of the functions that once used to be in the job description of the librarian. The major additions to the program may not be in the direction we now envision or take the form that our present extended programs are taking. It may be wishful thinking, but I would like to predict that lengthened programs will be designed to make librarians broader persons rather than more intensively narrow ones.

This may seem to be in conflict with one of the changes I identified earlier: the move towards greater specialization. But it does seem to me that the high degree of specialization and departmentalization that characterizes the larger libraries will require a broad rather than a narrow view, at least in the top administrators and in any professionally oriented person who is involved in planning and evaluating library services. Even

in those halcyon, relaxed days when I entered the library field—and hardly a man is now alive who remembers that infamous day and year—one of the debilitating weaknesses of our occupation was the tension between this department head and that one; the tendency of top administration to lean in the direction of the special function out of which he or she came; the preoccupation with the individual tree that made the total operation seem not a forest but a jungle. The broader view, the ability to see how all the parts relate to each other to add up to a larger sum of service than they can accomplish operating separately, is certainly what is needed, even in those whose daily responsibility rests in one of the departments. I would add that those who operate the one-person library, and not just the administrators of the large libraries, will also require the broad view as they find themselves a part of some kind of system or network that entails new accommodations and adjustments. More than that, the increasing need for librarians to deal with, communicate with, understand, and be understood by the nonlibrarians in positions of decision-making about libraries, will require people with broad backgrounds, not narrow ones. This again suggests a longer program of preparation that will provide both breadth and depth, but not necessarily all at one time or in a single educational program or place.

This conclusion, of course, derives from that other trend I have suggested, toward more cooperative and interacting arrangements among many agencies, not just between two departments or two libraries but also among many different agencies, not all of them libraries. One of the advantages of cooperative systems is that they bring to each participant the specialist knowledge and resources of other participants, with the overall aim of having access to the broad body of knowledge that is the sum of the parts. But the importance of intensive specialization is that it generates knowledge of value outside the specialization itself, and only by combining the concentration of the specialist with the wider concerns of the generalist can the entire society benefit from new insights and new discoveries. The library, as mediator between information and those who have need of it, requires that the librarian have the ability to negotiate with both groups. So I predict, in the hope of making my prediction self-fulfilling, that a strong component of library education in the future will deal with the concept of service in terms not only of the process but even more of the end result.

To achieve this will require not simply additions to the curriculum but changes in its overall design and in the ways in which we teach. Current

experiments with a block or core or foundation component in the curriculum; current debates over comprehensive examinations or a special, overview course at the end of the program; increasing use of advanced-level seminars dealing with general issues and problems; the promotion of team teaching: all of these are current attempts to find a way to get students to see that the individual courses are interrelated: to focus on the comprehensive pattern that is librarianship, and not just on the individual building blocks out of which the edifice is constructed.

Finding potential faculty members who are able to teach their specialties with an eye to the larger design may be one of the biggest problems for library education in the future. Several influences complicate the task: the heavy emphasis in today's education upon specialization in each field; the need for library schools to meet the demand for new content which, at the beginning, only nonlibrarians had mastered; and the still-kicking rivalries among the several fields that together make up the broad concept of communication and information study. All of this has left us with a pool of potential teaching personnel marked by a high degree of intensive specialization and a narrowly constricted point of view about where the center of the universe lies. I do not mean that none of them are capable of taking the wider view; I mean only that as of the moment, it is in exactly the opposite direction that they are being urged to develop their interests and their talents.

But librarianship exists to bring the world of knowledge together, not to divide it into antagonistic and exclusive fiefdoms. The creation of a coherent enterprise out of a bunch of separate tasks has long been recognized as the contribution of the librarian to what would otherwise be a mere accumulation of materials and information sources.

This of course brings us to the growing recognition of the importance of management and administration to the achievement of libraries' goals. But I hasten to point out that what we are talking about is not just familiarity with the names of the separate functions that are a part of the management operation, but their translation into action in the management and administration of real agencies. A stress upon the purposes of administrative procedures and management principles, and not just a rehearsal of the individual elements in the process, needs more attention than it sometimes now gets. We have—rightly I think—utilized the findings and research in the field of management itself to help us understand the function of management in our own institutions, but we have not always made the connection, and even more particularly, the neces-

sary adjustments, that will make application of the principles significant in the achievement of our purposes. That part of good administration which entails review, evaluation, and revision of processes better to serve our objectives is often overlooked in our devotion to the efficient operation of each separate step. As long as I am already deep into the citation of clichés, let me admit that I hope—but dare not confidently predict—that in the future we will pay more attention to distinguishing between means and ends.

As I have been talking about additions to the content of the curriculum, I have been trying to suggest also that manner of presentation is as much my concern as the actual subject matter itself. Along with my constant plea for the broader view and the underlying principles, I have also been calling for the specific application of theory to real life. This is the age-old tension between practical and theoretical, how and why, that has plagued all education—not just library education—throughout the history of recorded discussion of educational aims and failures. I do not mean to suggest, however, that I see these two different emphases to be mutually exclusive. My own attempt at a solution of this alleged conflict, in those areas in which I teach, has been to try to place *my* stress on underlying principles but require my students to examine the application of these principles in actual practice and operational goals. The specifics of practice are seen then as illustrations of principles, not as their antithesis. I do not know whether it works or not—class evaluations, as you know, usually turn up an almost equal number of respondents in the "terrible" and the "excellent" columns—but if this were a talk on the way I would like the future to be rather than the way I expect the future to be, I would be inclined to hope that professional education for librarians would move in the direction of the mix, rather than the either/or of theory and practice.

I do not pretend that if we followed this pattern in our teaching, the complaints from the field would lessen, but I do think that somewhere along the line educators may have to take the responsibility for finding the educational solutions to educational problems. Listen to outside criticism, yes; weigh its cogency and accept what makes sense, yes; but do not abrogate the responsibility to choose, where conflicting testimony and evidence require a choice, between what properly belongs in the classroom and what goes on in the field.

One direction that teaching is taking in an attempt to build a bridge between the classroom and the field is the one that leads back to required

practice work as a credit-earning part of the curriculum. I am of two minds about this because my own experience as a student, in the days when practice work was a mandatory six-week part of the training program, had both its desirable and undesirable sides. In one library I was put directly on the main reference desk and answered the reference telephone. This trial by fire was a superb testing of what I had learned, transferred from the classroom to on-the-spot library service in action. But the other library in which I did the second half of my six weeks of practice relegated me to simple clerical types of operations, endlessly repeated; or to the observation, from the sidelines, of real professionals at work, without requiring me either to understand what I saw or become involved in it. The latter was definitely not worth an academic credit at the graduate level in a respectable university, and I am afraid that it was much more typical of practice work in those days than was the professional challenge of the other experience. Today's return to field work hopes to assure the professional of experience by requiring supervision by a faculty monitor as well as the library supervisor, with evaluation of the experience by both of them and the student. This is a step in the right direction, and since students are very much in favor of a field experience, and employers say that they think it an important part of any librarian's preparation, the schools are once again giving it a try. If I were to use the past as a predictor (which I said I would not do) I would have to say that I expect a Hegelian cycle shortly: after the first big drive toward internships, a retreat within a comparatively short time, and eventually the synthesis-compromise: some internships under special circumstances rather than required for everyone. We'll see.

I suggested earlier that the longer program that I see developing need not necessarily be taken at one time or in a single place. That fits in with the increasing acceptance of the integral role played by continuing education in the career-long qualification of the professional person. My guess is that I do not need to belabor this point with this audience; acquisition of new knowledge, updating of basic knowledge, refreshment of commitment and enthusiasm through a period of release from the daily pattern, are all widely accepted as essential conditions for maintaining professional quality. While I am not at all sure that most continuing education must take place in the schools, I do see a great value for the practitioner in an occasional return to the academic milieu as a vantage point for taking a broader look at the big picture. Just as I am sure that teaching could be improved if more of us had an occasional stint out in

the field, I am sure that practice could be improved if the working librarian could have an occasional release from the minute-by-minute pressures on the job, to contemplate the total operation in comparative tranquillity. I am afraid that is always going to be more easily applauded than carried out, but I continue to hope that this will someday stand as more nearly the norm than it now does. It is, if I may make so bold as to remind you, a major recommendation in ALA's *Library Education and Personnel Utilization* policy statement that continuing education is essential for all library personnel, that it need not be limited to library subjects or the offerings of library schools, and that library administrators must accept responsibility for providing support and opportunities for the continuing education of their staffs.[2] I still believe that those proposals are defensible.

Thus far I have been speaking about the aspects of the future over which librarians and library educators can exercise some control. What we cannot foresee, or change even if we could foresee them, are the economic and social developments, worldwide as well as national, that may alter everything we would like to be able to do. We already are having to face changes no one would have predicted only a few short years ago: a constriction of the market for our graduates; financial restrictions that make some of the most desirable activities of our libraries almost impossible to introduce or maintain: new processes and formats that require facilities so costly that the promise of cost-free service to the user may no longer be possible; taxpayers' revolts that hit libraries even when libraries were not their targets; conflicts with nonlibrarians over turf and profits and the clash of rights (copyright is an example, but only one example); and—most directly for the schools of librarianship—a similar economic revolution in higher education generally that may force the parent universities to look twice at the cost and indispensability of many of their established departments and schools.

At the AALS meeting this past January, someone asked me if the Committee on Accreditation (COA) is likely to lop off some of the smaller schools in line with the principle of "critical mass" that Herbert White identified in his widely discussed article.[3] My guess was, and still is, that long before the accrediting process gets to them, many of these schools (and not just the smaller ones) will have been done in by economic realities. If, as faculty members leave, they cannot be replaced; if, as new content becomes essential, the supporting materials and facilities cannot be provided; if, for whatever of several logical reasons, the number of

student applicants begins to drop; and if the graduates cannot be placed in positions that will repay them the time, cost, and effort of their preparation, I would guess that the school might begin to suspect that it has a problem, even without a report to that effect from COA.

So it does look as though library education in the immediate future will certainly be going to the dickens—the Dickens, that is, who said, "It was the best of times; it was the worst of times." The future is certainly a time of both promise and threat. The value of the library function, which is the organization of information and its retrieval for use, will continue not only to *be* essential but to be *recognized* as essential by the society (promise); but the traditional library may not be the agency that performs that function (threat). The impact of social, economic, and technological change will be—already is—traumatic (threat), but out of such trauma often can come the readjustments and new approaches that will enhance rather than destroy the value of the kind of knowledge that librarians have traditionally possessed, preserved, and passed on to the societies they served (promise). The alliances we have already begun to make with those disciplines and fields of study that are related to the role we will be playing in the future will challenge a great deal of our traditional thinking, revise some of our traditional approaches, and clarify the pertinence of some of our traditional theories and procedures (both promise and threat).

Challenge, revision, clarification: these are difficult to face up to, but if we can meet them squarely, they could be the first steps toward a brighter future. I do not *know* that this will happen; I will not even *predict* that this will happen; but I do believe that it *could* happen. All we have to do is *make* it happen. That's all!

Fortunately for me, my assignment was not to tell you how to meet the future, but only to try to give you a possible outline of its shape, as I see it from where I stand. I am sure I have told you nothing you do not already know, but maybe it does some good just to hear it from someone else. If this reinforcement helps to strengthen your resolve, it does not matter that it is only reinforcement and not revelation. It sometimes helps to know that we—practitioners, educators, and the students on their way to becoming practitioners and educators—are all in this thing together. That much I can say with confidence. I may not know what this thing is, but I do know that we are all in it together. And I, for one, am proud to have been, and to continue to be, in such distinguished, if harried, company.

Notes

1. F. William Summers, "Library School Deans Consider Two-Year Programs but Ignore Alternatives at Columbia Conference," *American Libraries* 11 (May 1980): 250–52; Jane Anne Hannigan, "The Extended Time Frame: An Analysis and Summation," in *Extended Library Education Programs: Proceedings of a Conference Held at the School of Library Service, Columbia University, 13–14 March 1980*, ed. Richard L. Darling and Terry Belanger (New York: School of Library Service, Columbia University, 1980), pp. 133–43.

2. *Library Education and Personnel Utilization: A Statement of Policy Adopted by the Council of the American Library Association, June 30, 1970* (Chicago: American Library Association, 1976).

3. Herbert S. White, "Critical Mass for Library Education," *American Libraries* 10 (September 1979): 468–70, 479–81.

Calendar of Events
March 25–28, 1981

SEMINAR: RESEARCH IN LIBRARIANSHIP

Wednesday Evening, March 25, 1981
7:30–8:30 Carolina Inn, Ballroom N & C

Presiding — Edward G. Holley, *Dean*
School of Library Science
The University of North Carolina at Chapel Hill

Greetings from the University
J.C. Morrow, *Provost*

Research in Librarianship: Developments in the Past Decade

David Kaser, *Professor*
Graduate Library School
Indiana University

RECEPTION — 8:30–10:00

Thursday Morning, March 26, 1981
9:00–10:15 Carolina Inn, Old Well Room/Carolina Room

Section A — Old Well Room

Presiding — Carolyn A. Wallace, *Curator of Manuscripts*
Director, Southern Historical Collection
The University of North Carolina at Chapel Hill

Children's Materials and Services in School and Public Libraries

Mary E. Kingsbury, *Associate Professor*
Susan Steinfirst, *Assistant Professor*
School of Library Science
The University of North Carolina at Chapel Hill

Section B Carolina Room

Presiding Barbara Branson, *Principal Cataloger*
Perkins Library
Duke University

Bibliographic Control and Access

Joe A. Hewitt, *Associate Librarian for Technical Services*
The University of North Carolina at Chapel Hill

BREAK 10:15–10:45

Thursday Morning, March 26, 1981
10:45–12:00 Carolina Inn, Old Well Room

Sections A & B

Presiding Haynes McMullen, *Professor*
School of Library Science
The University of North Carolina at Chapel Hill

Services to the Public: The Role of the Public Library

Mary Jo Lynch, *Director*
Office of Research
The American Library Association

Thursday Afternoon, March 26, 1981
1:30–2:45 Carolina Inn, Old Well Room/Carolina Room

Section A Old Well Room

Presiding Anne Carmichael, *Librarian*
Carolina Power and Light Company
Raleigh, North Carolina

Personnel

Ann Stone, *Personnel Librarian*
Perkins Library
Duke University

Section B Carolina Room

Presiding Ridley R. Kessler, *Documents Librarian*
The University of North Carolina at Chapel Hill

Library Use and User Studies

Robert N. Broadus, *Professor*
School of Library Science
The University of North Carolina at Chapel Hill

BREAK 2:45–3:15

Thursday Afternoon, March 26, 1981
3:15–4:30 Carolina Inn, Old Well Room

Sections A & B

Presiding James F. Govan, *University Librarian*
The University of North Carolina at Chapel Hill

Administration and Management in Academic Libraries

Richard M. Dougherty, *Director of Libraries*
University of Michigan

BETA PHI MU, EPSILON CHAPTER, ANNUAL MEETING

Thursday Evening, March 26, 1981
Carolina Inn, Carolina Room

6:00–6:30 Initiation of New Members

6:30–7:00 Reception

7:00–9:30 Dinner

Presiding Martha E. Sparks, *President*
Beta Phi Mu, Epsilon Chapter

Abecedarium for Book Persons

David Kaser, *Professor*
Graduate Library School
Indiana University

SEMINAR: RESEARCH IN LIBRARIANSHIP (Continued)

Friday Morning, March 27, 1981
9:00–10:15 Carolina Inn, Old Well Room/Carolina Room

Section A Old Well Room

Presiding — Paul S. Koda, *Curator of Rare Books*
Louis Round Wilson Library
The University of North Carolina at Chapel Hill

History of Libraries

Budd L. Gambee, *Professor*
School of Library Science
The University of North Carolina at Chapel Hill

Section B — Carolina Room

Presiding — Samuel Hitt, *Director*
Health Sciences Library
The University of North Carolina at Chapel Hill

Medical Librarianship

Mary M. Horres, *Associate Director*
Health Sciences Library
The University of North Carolina at Chapel Hill

BREAK — 10:15–10:45

Friday Morning, March 27, 1981
10:45–12:00 Carolina Inn, Old Well Room

Sections — A & B

Presiding — Haynes McMullen

Introduction of Speaker

Martin Dillon, *Associate Professor*
School of Library Science
The University of North Carolina at Chapel Hill

Information Science and Libraries: The Contribution of Information Science to Librarianship

Charles H. Davis, *Dean*
Graduate School of Library Science
University of Illinois

SEMINAR: EDUCATION FOR LIBRARIANSHIP

Friday Afternoon, March 27, 1981
Manning Hall, Room 209

Presiding	Fred W. Roper, *Assistant Dean* School of Library Science The University of North Carolina at Chapel Hill
1:30–2:30	*Education for Librarianship: Present and Future*
	Lester Asheim, *William Rand Kenan, Jr. Professor* School of Library Science The University of North Carolina at Chapel Hill
2:30–3:15	*Core Curricula and Extended Programs*
	Kay Murray, *Associate Professor* School of Library Science The University of North Carolina at Chapel Hill
BREAK	3:15–3:45
3:45–4:30	*Off-Campus Degree Programs*
	Marilyn L. Miller, *Associate Professor* School of Library Science The University of North Carolina at Chapel Hill

SUSAN GREY AKERS RECEPTION
HONORING FACULTY PAST AND PRESENT

Friday Afternoon, March 27, 1981
4:30–6:00 School of Library Science Library, Manning Hall

All registrants welcome

PAST PRESIDENTS' BREAKFAST

Saturday Morning, March 28, 1981
8:00–9:00 School of Library Science Faculty Lounge, Manning Hall 208

By invitation

SEMINAR: EDUCATION FOR LIBRARIANSHIP (Continued)

Saturday Morning, March 28, 1981
Manning Hall, Room 209

Presiding	M. Sangster Parrott, *Assistant Professor* Library Science/Technology Division School of Education University of North Carolina at Greensboro

9:00–9:45	*Continuing Education*
	Jo Ann Bell, *Director* Health Sciences Library East Carolina University
BREAK	9:45–10:15
Panel 10:15–12:00	*Non-Traditional Library Positions and Their Impact on Education for Librarianship*
Moderator	Gene Lanier, *Chairman* Department of Library Science East Carolina University
Panelists	Mary Metter, *Manager, Information Services* North Carolina Science and Technology Research Center
	Eva Metzger Carolina Library Services Chapel Hill
	Barbara Semonche, *Librarian* *Herald Sun,* Durham

REPORTS OF DOCTORAL STUDENT RESEARCH

Saturday Afternoon, March 28, 1981
Manning Hall, Room 209

Presiding	Raymond L. Carpenter, Jr., *Associate Professor* School of Library Science The University of North Carolina at Chapel Hill
1:30–2:45	*A Study of Certain Variables on Collection Use at Four Black Liberal Arts Colleges*
	Frances Holt
	The Role of the Library Director of the Small Private Liberal Arts College as Perceived by the Administration, the Library Staff, and the Faculty
	George Craddock
	An Organizational Analysis of University Departmental Libraries in the United States
	George Gaumond

BREAK 2:45–3:00

Presiding Mildred H. Downing, *Assistant Professor*
School of Library Science
The University of North Carolina at Chapel Hill

3:00–4:15

The Impact of a User Fee on Librarian Responsiveness: An Examination of On-Line Bibliographic Searching and Reference Practice

Brian Nielsen

A Five-Year Projection of the Impact of the Rules of Form of Heading in the Anglo-American Cataloging Rules, Second Edition, upon Selected Academic Library Catalogs

Arlene Dowell

The Role of Accreditation as Performed by the Southern Association of Colleges and Schools on the Process of Change in Academic Libraries

Delmus Williams

Saturday Evening, March 28, 1981

RECEPTION
Morehead Banquet Hall
6:15–7:00

AWARDS DINNER
Morehead Banquet Hall
7:00–10:00

Presiding Nell Waltner, *President*
Alumni Association, School of Library Science
The University of North Carolina at Chapel Hill

Contributors

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